

COMMITTEE ON EDUCATION

JOINTLY WITH

COMMITTEE ON CHILDREN AND YOUTH

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CITY COUNCIL  
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON EDUCATION  
JOINTLY WITH  
COMMITTEE ON CHILDREN AND YOUTH

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October 30, 2024  
Start: 10:18 a.m.  
Recess: 2:09 p.m.

HELD AT: COMMITTEE ROOM - CITY HALL

B E F O R E: Rita C. Joseph, Chairperson of the  
Committee on Education

Althea V. Stevens, Chairperson of  
the Committee on Children and  
Youth

COUNCIL MEMBERS OF THE COMMITTEE ON EDUCATION:

Eric Dinowitz  
James F. Gennaro  
Jennifer Gutiérrez  
Shahana Hanif  
Kamillah M. Hanks  
Shekar Krishnan  
Linda Lee  
Farrah N. Louis  
Mercedes Narcisse  
Pierina Ana Sanchez

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COUNCIL MEMBERS OF THE COMMITTEE ON EDUCATION:  
(continued)

Lynn C. Schulman  
Althea V. Stevens

COUNCIL MEMBERS OF THE COMMITTEE ON CHILDREN AND  
YOUTH:

Rita C. Joseph  
Linda Lee  
Julie Menin  
Nantasha M. Williams

OTHER COUNCIL MEMBERS ATTENDING:

Jumaane Williams, Public Advocate

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A P P E A R A N C E S

Emma Vadehra, Deputy Commissioner for Operations and Finance at New York City Department of Education

Angela Faloye, Director for Summer Programming at New York City Department of Education

LaQuana Chambers, Executive Director of Communications and Engagement at New York City Department of Education

La-Nikka Parker Moore, Executive Director of Ridership Support and CityWide Programs at New York City Department of Education

Andie Corso, Senior Executive Director Special Education School Support and Leadership Development at New York City Department of Education

Lianna Wright, Executive Director of Enrollment Research and Policy at New York City Department of Education

Danielle Dimango, Chief of School Support at New York City Department of Education

Cordelia Veve, Chief of Division of Curriculum and Instruction at New York City Department of Education

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

Susan Haskell, Deputy Commissioner Youth Services at New York City Department of Youth and Community Development

Daniel Guillen, Assistant Commissioner Youth Services at New York City Department of Youth and Community Development

Dale Kelly, Executive Vice President of the Council of School Supervisors and Administrators

Jirazel Munoz, social worker and Program Director at Center for Family Life in Sunset Park

David Garcia, Program Director at the Center for Family Life

Olney Edmondson, social worker and Program Director at Center for Family Life in Sunset Park

Trenton Price, Executive Director of the Salvadori Center

Randi Levine, Policy Director of Advocates for Children of New York

Dontai Nottingham, Director of Government Relations with East Side House

Keith Hicks, Vice President of Programs with the Women's Housing and Economic Development Court

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

Debra Sue Lorenzen, Director of Youth and Education at St. Nick's Alliance in North Brooklyn

Kate Connolly, Senior Policy Analyst for United Neighborhood Houses

Caitlyn Passaretti, Policy and Advocacy Associate with the Citizens Committee for Children of New York

Sarah Jonas, Vice President of the Youth Division at Children's Aid

Jhodessa Reimer, Division Director of School-Based Programs from the Center for Family Life in Sunset Park

Faith Behum, Manager of Public Policy and Government Relations at UJA Federation of New York

Elizabeth Bird, Director of Public Policy at Educational Alliance

Michael Kohlhagen, Chief Executive Officer and President of the Center for Educational Innovation

Dr. Meisha Porter, former New York City Chancellor and visiting Senior Fellow at Center for Educational Innovation

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

Lawrence Jones, Program Director at Good Shepherd Services

Grace Bodenmann, Chief Education Officer at New York Junior Tennis and Learning

Kha'ja, advocate and a client and also a member of Ali Forney Center's Youth and Leadership Advocacy Program

Galloway, Advocacy Manager at the Ali Forney Center

Nedelyn Helena-Diaz, member of the New York City Youth Action Board and Project Unite

Lupe Hernandez, self

SERGEANT-AT-ARMS: This is a microphone check on the Committee of Education joint with Children and Youth. Location in the Committee Room recorded by James Marino on 10/30/2024.

SERGEANT-AT-ARMS: Good morning, and welcome to today's New York City Council hearing for the Committee on Education with Children and Youth.

At this time, please silence all electronic devices.

No one may approach the dais at any time during today's hearing.

Chair, we may begin.

CO-CHAIRPERSON JOSEPH: Thank you. [GAVEL] Good morning and welcome, everyone, to our oversight hearing on Summer Rising. I'm Rita Joseph, Chair of the Education Committee, and today we are joined with Children and Youth Committee and Chair Stevens. Thank you to everyone who has signed up to testify. We're very much looking forward to hearing your testimony.

At today's hearing, we will also hear testimony on the following legislation. Intro. No. 700, sponsored by Public Advocate Jumaane Williams, and Introduction No. 727 and 794, both sponsored by

1  
2 Council Member Althea Stevens. We will hear more  
3 about this legislation shortly.

4           New York City launched Summer Rising in  
5 2021 in an effort to combat the challenges students  
6 faced during the COVID-19 pandemic. Since then,  
7 Summer Rising has provided students, kindergarten  
8 through eighth grade, with essential academic,  
9 social, and enrichment support during the summer  
10 months. My own son attended Summer Rising this past  
11 summer, and when he got home, he could not stop  
12 talking about how much he enjoyed going on field  
13 trips. While I recognize the program's potential,  
14 unfortunately, due to logistical concerns, not every  
15 student was able to fully benefit from the  
16 programming like my son. One of these logistical  
17 concerns is the gap between school bus transportation  
18 schedule and the program's end time. Although CBO's  
19 led enrichment programming ended at 6 p.m. Monday  
20 through Thursday, school buses ran until 3 p.m.,  
21 limiting access to full program for many students. A  
22 system where parents must decide to either cut their  
23 child's participation short or be burdened with  
24 arranging alternative transportation is impractical  
25 and diminishes the value of Summer Rising.



1  
2           There's also concern about the lack of  
3 consistent support for students with disabilities.  
4 Too often, students who require a paraprofessional go  
5 without one, leaving some of the most vulnerable  
6 students without the resources they need to succeed.  
7 Though CBO's delivering enrichment programming strive  
8 to support these students as best as they can,  
9 inadequate training for DOE limits their ability to  
10 meet students' needs fully. Today's hearing will  
11 provide the opportunity to examine these issues in  
12 depth and push for necessary improvements, ensuring  
13 that future Summer Rising initiatives offer high  
14 quality, inclusive, and accessible programming that  
15 meets the needs of all of our students and their  
16 families.

17           Finally, we will hear testimony on  
18 Introduction 700, a local law in relation to  
19 developing a college admission counseling program;  
20 Introduction 729, a local law in relation to  
21 establishing mental health support for two after  
22 school programs administered by the Department of  
23 Youth and Community Development; and Introduction  
24 794, a local law in relation to composition of Youth  
25 Board.

1  
2           Thank you to the Members of the Education  
3 Committee who has joined us today. I would like to  
4 thank Committee Staff Nadia Jean-François, Chloë  
5 Rivera, Andrew Lawless, and Grace Amato for their  
6 work on today's hearing, and my Chief-of-Staff  
7 Juvanie Piquant.

8           I also want to acknowledge my other  
9 Colleagues who are present, Council Member Linda Lee.

10           Now, I'll turn it over to my Co-Chair,  
11 Council Member Stevens, for her opening statement.

12           CO-CHAIRPERSON STEVENS: Good morning and  
13 welcome to today's hearing on Summer Rising. I'm  
14 Council Member Althea Stevens, Chair of Children and  
15 Youth Services. I've been joined by my esteemed  
16 Colleague, Council Member Rita Joseph, Chair of  
17 Education.

18           For countless working parents in New York  
19 City, Summer Rising is often the most accessible and  
20 affordable option to keep young people engaged during  
21 the summer, and not only just accessible and  
22 affordable, but we all know that summer camp is an  
23 educational supplement. The program blends both DOE  
24 academic instructions and DYCD enrichment and both  
25 essential components for child development. However,

1 recent reports show of low attendance rises concerns  
2 over the overall quality and effectiveness of the  
3 program and also lack of evaluation to see if we are  
4 reaching the goals that we are trying to achieve. To  
5 address the issues, a strong partnership between DOE  
6 and DYCD is absolutely necessary. Effective  
7 communication and collaboration between those  
8 agencies and community-based organizations that  
9 deliver those services are prominent for its success,  
10 but we still continue to fall short. Today's hearing  
11 aims to explore ways to enhance this collaboration  
12 and strengthen the program because Summer Rising  
13 isn't the only time that these programs are working  
14 together. They work together all year long, and we  
15 must continue to look and evaluate to ensure that the  
16 collaboration is working and is effective and is  
17 equal. Specifically, I'm interested in hearing about  
18 DYCD's and DOE's strategy to tackle low attendance  
19 and to improve program quality. Today, I hope that we  
20 can discuss new approaches to ensure that every child  
21 in the program receives a meaningful and enriching  
22 experience. I believe that with the right  
23 improvements, Summer Rising has potential to be an  
24 exemplary program that parents not only can depend  
25

1 on, but actively seek for their children's well-  
2 being.  
3

4           So, everyone knows I visit summer camps  
5 all summer long because not only do I miss it, but I  
6 think that it's a necessity, and too often I hear  
7 parents saying that they would want their kids to  
8 explore and have more fun, and I think even when  
9 we're saying fun, it doesn't mean it doesn't need to  
10 be educational, and the instruction piece I think is  
11 necessary, but I think that we need to explore what  
12 does that really look like. Because from the parents  
13 that I spoke to consistently, I heard that their  
14 children did not want to sit in class all summer. And  
15 as running a summer camp, I saw how you could bridge  
16 and infuse education in all the things that young  
17 people do, and we need to figure out how that is, and  
18 we should not just have a rigid schedule that says  
19 you can only do this from this time to that. We have  
20 a city that our kids could explore and learn from,  
21 and that's the direction we need to move in, and not  
22 just say that from 8 to 12, you need to sit in a  
23 classroom, and from 3 to 5 is when you should explore  
24 the city. That is not how children learn, and that's  
25 not the direction we should be moving in, and we need

1  
2 to move into a direction that makes the most sense  
3 for all kids across the city.

4 I would like to thank my Committee  
5 Counsel, Christina, for her hard work preparing for  
6 this hearing and, as always, the 18 back in District  
7 16.

8 With that, I will turn it back to Chair  
9 Joseph, and I would like to acknowledge Council  
10 Member Louis, who has joined us.

11 CO-CHAIRPERSON JOSEPH: I would also like  
12 to acknowledge Council Member Sanchez on Zoom.

13 Finally, I would like to remind everyone  
14 who wishes to testify in person today that you must  
15 fill out a witness slip, which is located on the desk  
16 of the Sergeant-at-Arms near the entrance of this  
17 room. Please fill out the slip, even if you're  
18 already registered in advance, you'll be testifying  
19 in person. If you wish to testify on Introduction  
20 700, 729, or 794, please indicate on the witness slip  
21 whether you're here to testify in favor or in  
22 opposition to the legislation.

23 I also want to point out that we will not  
24 be voting on any legislation today. To allow as many  
25 people possible to testify, testimony will be limited

1  
2 to three minutes per person, whether you're  
3 testifying in person or on Zoom. I'm also going to  
4 ask my Colleagues to limit their questions and  
5 comments to five minutes.

6 Please note that witnesses who are here  
7 in person will testify before those who are signed  
8 into the Zoom webinar.

9 I will now turn it over to Committee  
10 Counsel Nadia Jean-François to administer the oath.

11 COMMITTEE COUNSEL JEAN-FRANÇOIS: Good  
12 morning. Now, in accordance with the rules of the  
13 Council, I will administer the affirmation to the  
14 witnesses from the Mayoral Administration. I will  
15 call on each of you individually for a response.  
16 Please raise your right hand, and this includes  
17 everybody for Q and A as well. Thank you.

18 Do you affirm to tell the truth, the  
19 whole truth, and nothing but the truth before these  
20 Committees and to respond honestly to Council Member  
21 questions? Emma Vadehra.

22 DEPUTY COMMISSIONER VADEHRA: I do.

23 COMMITTEE COUNSEL JEAN-FRANÇOIS: Angela  
24 Faloye.

25 DIRECTOR FALOYE: I do.

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2 COMMITTEE COUNSEL JEAN-FRANÇOIS: LaQuana  
3 Chambers.

4 EXECUTIVE DIRECTOR CHAMBERS: I do.

5 COMMITTEE COUNSEL JEAN-FRANÇOIS: La-Nikka  
6 Parker Moore.

7 EXECUTIVE DIRECTOR PARKER MOORE: I do.

8 COMMITTEE COUNSEL JEAN-FRANÇOIS: Lianna  
9 Wright.

10 EXECUTIVE DIRECTOR WRIGHT: Danielle  
11 Dimango.

12 CHIEF DIMANGO: I do.

13 COMMITTEE COUNSEL JEAN-FRANÇOIS: Cordelia  
14 Veve.

15 CHIEF VEVE: I do.

16 COMMITTEE COUNSEL JEAN-FRANÇOIS: Susan  
17 Haskell.

18 DEPUTY COMMISSIONER HASKELL: I do.

19 COMMITTEE COUNSEL JEAN-FRANÇOIS: Daniel  
20 Guillen.

21 ASSISTANT COMMISSIONER GUILLEN: I do.

22 COMMITTEE COUNSEL JEAN-FRANÇOIS: Anybody

23 I missed?

24 SENIOR EXECUTIVE DIRECTOR CORSO: Andrea  
25 Corso.

COMMITTEE COUNSEL JEAN-FRANÇOIS: Excuse  
me?

SENIOR EXECUTIVE DIRECTOR CORSO: Andrea  
Corso.

COMMITTEE COUNSEL JEAN-FRANÇOIS: Okay,  
Andrea Corso.

COMMITTEE COUNSEL JEAN-FRANÇOIS: And  
could you please make sure you fill out a witness  
slip? Thank you.

You may begin your testimony.

DIRECTOR FALOYE: Good morning, Chair  
Joseph, Chair Stevens, and all the Members of  
Committees on Education and Youth Services here  
today. My name is Angela Faloye, and I am the  
Director of Summer Programming at New York City  
Public Schools. I am happy to be joined by Emma  
Vadehra, Deputy Chancellor for Operations and Finance  
at New York City Public Schools; Susan Haskell,  
Deputy Commissioner for Youth Services at the  
Department of Youth and Community Development, I will  
always refer to that as DYCD for this testimony,  
Daniel Guillen, Assistant Commissioner for Youth  
Services Operations at DYCD, and multiple staff from  
New York City Public Schools and DYCD who work



1  
2 together to ensure the successful outcome of our  
3 City's summer programming. I would also like to thank  
4 Chair Joseph, Chair Stevens, and the Council for your  
5 longstanding partnership and support to ensure New  
6 York City students have access to enriching and  
7 engaging summer programming. Thank you.

8           Summer Rising is a collaborative  
9 partnership between New York City Public Schools and  
10 DYCD to offer free summer academic and enrichment  
11 programming to 110,000 New York City students in  
12 grades kindergarten to 8th. Summer Rising offers  
13 academic programming to students taught by New York  
14 City Public Schools staff and extensive enrichment  
15 programming provided by DYCD community-based  
16 organizations. I will also be referring to them as  
17 CBOs. Summer Rising provides the opportunity for  
18 students to learn, grow, play, and explore the city  
19 around them from field trips to theme parks and  
20 museums to dance and art classes. Summer Rising  
21 provides breakfast, lunch, and a snack to all  
22 participants. Summer Rising also relieves childcare  
23 burdens on parents and families who may otherwise  
24 have to pay thousands of dollars for day camps for  
25 their children. The program also intentionally

1  
2 prioritizes serving some of our most vulnerable  
3 students, including our students in temporary  
4 housing, students in foster care systems, and  
5 students with disabilities.

6           Each year we survey our families, staff,  
7 and students about their experiences for us to  
8 consider as we work to continuously improve. Here are  
9 excerpts from the 2024 Summer Rising survey to  
10 families, staff, and students. 93 percent of parents  
11 who completed the survey believed their students  
12 looked forward to attending their summer program each  
13 day; 80 percent of upper elementary students and 73  
14 percent of middle school students who completed the  
15 survey believed the summer program was fun and liked  
16 the summer program; 90 percent of New York City  
17 public school staff who completed the survey believed  
18 participating students enjoyed themselves; more than  
19 three quarters of parents who filled out the survey  
20 were satisfied with the food provided in Summer  
21 Rising; 86 percent of parents were satisfied with  
22 Summer Rising transportation. In addition, almost one  
23 third of parents whose children attended Summer  
24 Rising in 2023 believed that transportation was  
25 better in 2024.

1  
2           As we have continued to work together, we  
3 have made a series of changes to improve enrollment  
4 in Summer Rising. For Summer 2024, we were able to  
5 open applications a month earlier than we had in  
6 prior years, providing placements to those who  
7 applied through the regular application cycle a month  
8 earlier than usual. We believe this helped parents  
9 and other stakeholders plan earlier and better for  
10 summer. In summers 2023 and 2024, Summer Rising  
11 enrolled over 110,000 students while moving away from  
12 a first-come, first-served application process to a  
13 more equitable process that allotted families more  
14 time to investigate and to apply to meaningful  
15 programs. We ensured a common application process for  
16 all and allowed us to prioritize some of our most  
17 vulnerable student populations in a consistent way.  
18 These students that we prioritized were students with  
19 academic need, students with a 12-month IEP for  
20 extended school year, D75, Chapter 683, and Autism,  
21 Nest, or Horizon. Of course, students in temporary  
22 housing, students in foster care, and students with a  
23 local connection to the DYCD, CBO, or school  
24 community.

1  
2 Over 3,000 New York City Public Schools  
3 staff, including general education teachers, special  
4 education intervention teachers, and English as a new  
5 language teachers, provided over 80 hours of  
6 instruction using vetted curricula appropriate for  
7 summer. Furthermore, New York City Public Schools  
8 provided a nurse, paraprofessionals as needed, a  
9 guidance counselor, and a transportation coordinator  
10 as additional staff at each site. All Summer Rising  
11 sites were supervised by a principal and assistant  
12 principal who worked collaboratively with the DYCD  
13 CBO program directors.

14 In Summer 2024, we provided yellow bus  
15 transportation to support over 4,200 field trips.  
16 This was double the number of trips taken on yellow  
17 buses in Summer 2022. We were glad to work together  
18 to ensure that students were exploring and learning  
19 from all that New York City has to offer.

20 But there is always room to improve for  
21 our students and families, and we and our partners at  
22 DYCD are already getting together to discuss how we  
23 can make the program stronger as we look forward to  
24 the next summer. We are working on possible answers  
25 to questions such as, how can we continue to improve

1 enrollment and attendance, how can we support our  
2 students in temporary housing and students in foster  
3 care in enrolling in the program. As just one  
4 example, we plan to invest in targeted summer support  
5 for multilingual learners. Multilingual learners in  
6 grades kindergarten through 8th who attend Summer  
7 Rising programs will be prioritized for instructional  
8 support from a bilingual education or English as a  
9 new language teacher as part of their academic day.  
10 Multilingual learners will receive instruction  
11 targeting language and literacy development and  
12 access to grade-level content that could include  
13 small group instruction or one-on-one support. This  
14 ensures English language learners' continued right to  
15 receive bilingual instruction during the summer.  
16

17           Additionally, as part of our commitment  
18 to making Summer Rising accessible, we plan to  
19 continue to provide transportation to students with  
20 disabilities and students in temporary housing and  
21 foster care. Eligible students are guaranteed busing  
22 to and from their instructional program, and we will  
23 continue to provide rideshare options for students  
24 with disabilities, students in foster care, students  
25

1  
2 in temporary housing if they need it for the return  
3 trip home after 6 p.m.

4 We appreciate the interest of the  
5 Council, advocates, and the community in this  
6 important programming and hope to make it even better  
7 for Summer 2025. I would like to thank you for your  
8 time and advocacy on behalf of the students and  
9 families of New York City, and my colleagues and I  
10 are welcome to answer any questions.

11 I will now turn it over to my colleague,  
12 Susan Haskell, Deputy Commissioner of Youth Services  
13 at DYCD.

14 DEPUTY COMMISSIONER HASKELL: Thank you,  
15 Angela. Good morning, Chair Stevens and Joseph and  
16 Members of the Children, Youth, and Education  
17 Committees. I'm Susan Haskell, Deputy Commissioner  
18 for Youth Services at DYCD, and I'm joined today by  
19 Daniel Guillen, Assistant Commissioner for Youth  
20 Services Operations, and my colleagues from New York  
21 City Public Schools and DYCD. On behalf of  
22 Commissioner Howard, thank you for this opportunity  
23 to discuss the Summer Rising program.

24 This past summer was a banner year for  
25 Summer Rising, offering roughly 115,000 K to 8th

1  
2 grade students the opportunity to participate in a  
3 full day of academic enrichment experiences,  
4 including field trips. We thank our 114 Summer Rising  
5 providers and New York City Public Schools for their  
6 partnership in operating 597 programs in 360 school  
7 buildings across the city. We also appreciate the  
8 Council's support for Summer Rising and our other  
9 vital summer programming, which kept young people  
10 engaged and safe this summer. The DYCD portion of the  
11 Summer Rising budget for FY25 was 151.7 million.

12           After hearing feedback from parents,  
13 community-based organizations, the Council, and other  
14 stakeholders, we implemented a new enrollment process  
15 and improved the experience for families, schools,  
16 and our providers. Enrollment was launched six weeks  
17 earlier than last year, and the opportunity to apply  
18 remained open for applications beyond the initial  
19 enrollment period to open more opportunities for  
20 families. My Schools allowed school administrators  
21 and community-based organizations to have access to  
22 the same portal to see applicant selections, and  
23 families were able to accept or decline offers within  
24 the system. My Schools also improved maps and search  
25 options to allow families to easily find programs and

1  
2 apply to as many as they wanted. After initial offers  
3 were made, families could add themselves to the wait  
4 list of other options and monitor their position.  
5 DYCD utilized application data to increase or reduce  
6 seats at CBO programs whenever possible.

7           Through this process, we received a total  
8 of 160,000 applications. Summer Rising enrolled  
9 115,048 youth, 86,007 were elementary, 29,041 were in  
10 middle school. The enrollment system improvements  
11 allowed 110,000 or 79 percent of applicants to  
12 receive an offer to a program of their choice  
13 compared to 68 percent last year.

14           Beginning early in 2024, DYCD convened  
15 biweekly planning and coordination meetings with CBO  
16 staff and welcomed principals and school staff to  
17 joint sessions to coordinate messaging and services  
18 at Summer Rising sites.

19           In partnership with New York City Public  
20 Schools and Change Impact, we offered a range of  
21 professional learning and technical assistance  
22 opportunities to provide our staff to help develop  
23 staff skills. For example, we offered a program on  
24 effective strategies for supporting students with  
25 IEPs to highlight strategies for classroom



1 management, including creating routines and classroom  
2 rules and structure to support student behavior,  
3 sensory supports, and regulation strategies, and  
4 preventing and addressing challenging behaviors.  
5

6 Other courses including supporting students who are  
7 newcomers, understanding mental health, and positive  
8 youth development. DYCD expanded Exploring Futures,  
9 which provided career readiness activities for middle  
10 school students, including an individualized  
11 curriculum to explore skills and interests. Exploring  
12 Futures incorporated field trips to CUNY schools and  
13 businesses such as Pfizer, Summer Stage, MLB offices,  
14 and Yankee Stadium. The initiative yielded a positive  
15 response as 70 percent of program directors noted the  
16 youth showed a continued interest in their career  
17 paths after completing the program. This curriculum  
18 has expanded into after-school programs and includes  
19 the support of the high school application process  
20 for eighth graders.

21 I will now turn to the three bills on the  
22 agenda. Number 700 would create a college admissions  
23 counseling program within DYCD. New York City Public  
24 Schools is best suited to provide college counseling  
25 and guidance to high school students and offers

1 individualized support based on student experiences  
2 and academic achievement. DYCD does support post-  
3 secondary education and college access. Career  
4 exploration and educational motivation are an  
5 integral part of our youth development programming,  
6 including field trips to campuses and workplaces, as  
7 I just discussed. In workforce programs at DYCD, for  
8 example, the Learn and Earn program provides college  
9 and career readiness programming to high school  
10 juniors and seniors in public schools who have the  
11 highest need. Programming is comprehensive and  
12 tailored to the needs of students, including career  
13 readiness, post-secondary planning, college tours,  
14 mentorship opportunities, academic support, and paid  
15 internships. In Program Year 2023, 65 percent of  
16 graduating participants went on successfully to  
17 enroll in college. DYCD's Work, Learn, and Grow  
18 program provides paid work experiences and accredited  
19 CUNY college course to high school students. Last  
20 year, 4,831 participants received college credit  
21 through Work, Learn, and Grow.

22  
23 In Fiscal '24, DYCD supported HBCU-  
24 centric college tours and college prep activities.  
25 The 1,065 young people enrolled in Learn and Earn

1 participated in a series of college prep workshops  
2 that included topics such as financial aid, portfolio  
3 development, and campus college life, to name a few.  
4 Additionally, over 290 young people visited over 14  
5 colleges. Tours ranged between one to seven days in  
6 length. Youth experienced museums and cultural  
7 institutions along the way. We're thrilled to report  
8 25 students either committed or were on the spot  
9 accepted to a visited college. We will continue to  
10 incorporate activities that support college access in  
11 DYCD-funded programs, but we believe that direct  
12 college counseling and application assistance should  
13 remain under the auspices of the school system.

15           Number 729 would require mental health  
16 services at Beacon and Cornerstone community centers.  
17 Beacon, Cornerstone, and other program areas provide  
18 essential universal supports for youth to thrive.  
19 Positive peer relationships, caring adults, the  
20 opportunity to be engaged, and learn new skills are  
21 the foundations of well-being that support children  
22 through their challenges and successes. DYCD offers  
23 some targeted approaches, for example, in partnership  
24 with our crisis management system efforts in  
25 communities that experience higher levels of violence

1  
2 and trauma. There are times when participants may  
3 require more intensive support or a clinical  
4 referral. DYCD ensures that providers are attuned to  
5 available mental health resources in partnership with  
6 the Department of Health and Mental Health and the  
7 Office of Community Mental Health and other services.  
8 DYCD-funded capacity building and technical  
9 assistance providers offer training to provider staff  
10 to help them identify and assess opportunities to  
11 make referrals when needed. We agree with the goal of  
12 connecting young people to mental health support in  
13 our community centers. We have concerns about the  
14 cost and implementation of number 729. We'd be happy  
15 to discuss in detail after the hearing.

16           Finally, number 794 relates to the  
17 composition of the New York City Youth Board. The  
18 Youth Board is an advisory board with members  
19 appointed by both the Mayor and City Council. This  
20 bill requires at least one member of the board to be  
21 a young person. We agree that youth representation is  
22 important. There are currently three Mayoral  
23 appointees on the Board who are under age 25. The  
24 bill also includes a requirement for previous  
25 experience in youth welfare. The Youth Board includes

1  
2 many members who have spent their careers in youth  
3 development, but it also includes members who joined  
4 from the private sector. Those private sector members  
5 have provided valuable support to young people  
6 through their service on the Youth Board, offering  
7 opportunities for our workforce programs, tours of  
8 workplaces, and career panels, as well as spaces for  
9 special events. We do not support changes to the  
10 Youth Board composition that would jeopardize those  
11 connections.

12 Thank you again for the opportunity to  
13 discuss DYCD's programs. We look forward to  
14 continuing to collaborate with the Council,  
15 advocates, providers, and young people to improve  
16 services. We are pleased to answer any questions you  
17 may have.

18 CO-CHAIRPERSON JOSEPH: Thank you. Public  
19 Advocate.

20 PUBLIC ADVOCATE WILLIAMS: Thank you,  
21 Madam Chair. Good morning. My name is Jumaane  
22 Williams, Public Advocate, City of New York. I want  
23 to thank Chairs Joseph and Stevens and the Members of  
24 the Committees on Education and Children and Youth  
25 for holding this hearing.

1  
2           New York City Public Schools are among  
3 the most segregated in the nation, which begins early  
4 in students' education and persists through  
5 graduation. Students of more color are  
6 disproportionately likely to attend under-resourced  
7 and overcrowded schools, and despite comprising 70  
8 percent of the city's student population, receive  
9 just a small fraction of specialized high school  
10 offers. Black and brown students as well as students  
11 with disabilities, English language learners,  
12 students experiencing homelessness, students in  
13 foster care, and students living in poverty are less  
14 likely to graduate from high school than their more  
15 privileged peers. Some of the barriers to students  
16 attending college, including the high cost of tuition  
17 and application fees, the need for timely financial  
18 aid education, and lack of access to quality school  
19 counseling. The same disparities that we see in  
20 achievement in our public schools are reflected in  
21 college with black, brown, and low-income students  
22 having lower rates of enrollments in bachelor's  
23 degree programs. Bachelor's degrees attainment can  
24 differ by as much as 76 percent between  
25 neighborhoods. For example, a Center for an Urban

1  
2 Future report found that 89 percent of those living  
3 on the Upper East Side in Roosevelt Island had a  
4 bachelor's degree compared to 13 percent in Morris  
5 Heights and Mount Hope. High school counselors play  
6 an important role in access to college opportunities,  
7 but many under-resourced and overcrowded schools  
8 either lack a counselor or have too few counselors  
9 for their student population. According to data  
10 collected by the U.S. Department of Education, high  
11 school seniors who talked one-on-one with a school  
12 counselor were more likely to complete a FAFSA,  
13 attend college, and enroll in a bachelor's degree  
14 program.

15           For these reasons, I introduced Intro.  
16 700, being heard today, which requires the Department  
17 of Youth and Community Development to establish a  
18 program that provides counseling resources and other  
19 support to high school juniors and seniors and their  
20 families in applying to college. This program would  
21 provide general information regarding the college  
22 admissions process and college readiness as well as a  
23 checklist of information required to successfully  
24 complete a college application, provide information  
25 regarding how to access and assemble the data and

1 records required to apply to college, counsel  
2 students and families regarding college options,  
3 including tips on how to present a competitive  
4 application, refer students and families to resources  
5 regarding financial aid, scholarships, and other  
6 college funding options, and lastly, require DYCD to  
7 engage in outreach to inform students and families  
8 about these programs.  
9

10           While not every student wants to attend  
11 college, we should be ensuring that all students have  
12 the opportunity and are fully equipped to make the  
13 best decisions for their futures. As a public school  
14 baby myself, from preschool to master's, I'm very  
15 proud of the public school system, but there's a lot  
16 more to do to make sure that people access what's  
17 available to them.

18           I do want to shout out CUNY and SUNY for  
19 making some recent changes that hopefully will get  
20 more students into college, but there's still a lot  
21 more to do. Thank you, Madam Chair.

22           CO-CHAIRPERSON JOSEPH: Thank you, Public  
23 Advocate.

24           I think what we're seeing also is a  
25 couple of things I've always said. We don't advertise



1  
2 the great work that New York City Public Schools is  
3 doing enough. There are people that still are not  
4 aware of the amazing programs that New York City  
5 Public Schools offer versus our counterparts in the  
6 charter world. They advertise every little thing they  
7 do so I think New York City Public Schools should  
8 really consider, I've always asked for that, a budget  
9 or an advertisement budget to celebrate the great  
10 things that are happening in New York City Public  
11 Schools, not only the bad things, right? We have an  
12 amazing P-TECH program. We have a College Now  
13 program, PA. When young people leave high school,  
14 they leave with an associate degree, debt-free, but  
15 no one knows that. If I do a survey right now with  
16 parents across New York City, none of them would know  
17 that. They don't know we have a P-TECH program. They  
18 wouldn't know we have amazing CTE programs that are  
19 pathway to careers, because we keep it all bundled  
20 inside when we should be showing it off and selling  
21 it off to the public, so that's one way to attract  
22 parents and increase your enrollment. When we talk  
23 about enrollments, what are we offering parents? We  
24 have amazing programs, but we keep selling ourselves

1 short so I hope this year y'all take it into  
2 consideration. My Co-Chair will jump in.

3  
4 So, how many students applied for Summer  
5 Horizon?

6 DIRECTOR FALOYE: A total of 160,000  
7 students applied. So, we had the main round offer,  
8 the main round application between March 4th and  
9 March 25th. There were 138,000 applicants during that  
10 period, and then we also had an additional 22,000  
11 apply through the wait list. We had the wait list  
12 open the moment we gave out offers in April through  
13 the end of Summer Horizon.

14 CO-CHAIRPERSON JOSEPH: What percentage of  
15 students received their first choice of site?

16 DIRECTOR FALOYE: 83 percent, so that is  
17 91,000 students. So, let me start off by saying that  
18 with the first round of offers, we gave out  
19 approximately 110,000 offers. Of the 110,000, 83  
20 percent received an offer to their first choice, but  
21 I'll pause there so there's more story to tell, but  
22 again, of the 110,000 offers that we gave during the  
23 first main round, 83 percent received an offer to  
24 their first choice.

DEPUTY COMMISSIONER VADEHRA: Chair

Joseph, can I just add two pieces of context for that, because as you know, we've worked really hard to think about how we maximize enrollment, this team over here, early in the process. One thing is, both of those numbers went up substantially from last year, which we just want to call out, in part because of changes made in the enrollment process, which we can talk through. So, Susan mentioned this, but we were able to make offers to 81 percent of people who applied in that first round. We know that's the best time to make offers for kids, right? That allows families to plan ahead as opposed to through the wait list process. Last year, that number was 68 percent. So, that's a real improvement in terms of families who knew in early April, which is also a month earlier than last year. We had a lot more families who knew they had a place to go, and then the percentage of those families who got their first choice also went up to 83 from 79 percent, so credit the improvements.

CO-CHAIRPERSON JOSEPH: Of those students, how many were placed on a wait list?

1  
2           DIRECTOR FALOYE: So, from the main round  
3 offer, 26,000 were placed on wait lists. So, in fact,  
4 wait lists from the main round offer goes in two  
5 parts. You have 26,000 who did not get an offer at  
6 all so they were placed on the wait list, and then we  
7 also gave students who did not get a favorable offer,  
8 meaning their top choice, their first offer, so if  
9 you did not get your first choice, you will also be  
10 placed on a wait list so, in total, from the main  
11 round, we had 47,000. In essence, we believe that  
12 even though we gave you an offer, we wanted you to  
13 have that opportunity to be placed on a wait list  
14 that is higher than the offer we gave you.

15           CO-CHAIRPERSON JOSEPH: And of those  
16 26,000 that were placed on the wait list, how many  
17 got an offer?

18           DIRECTOR FALOYE: So now, overall, close  
19 to 4,400 got an offer from that group. So, one thing  
20 to notice is that during the main round offer, in  
21 addition to the 110,000 offers that we gave, we gave  
22 out additional 2,400 offers. Now, these offers were  
23 not to the programs that the families had applied to,  
24 but these programs were in the same building, and we  
25 were very proactive to say, you know what, if the

3 actual CBO program was filled, were there other CBOs  
4 in that building that had seats, so we gave out  
5 additional offers during the main round offer. So,  
6 from those 26,000, I would say total about  
7 approximately 4,400 offers were given.

8 CO-CHAIRPERSON JOSEPH: Okay. So how many  
9 students enrolled in Summer Rising 2023, and how many  
10 were enrolled in 2024? Was there a shift in numbers?

11 DIRECTOR FALOYE: In terms of enrollment,  
12 so we had for 2023 and 2024 roughly the same, about  
13 115,000, so now this number includes also students  
14 who eventually were discharged as well, but again,  
15 roughly between both years, 115,000 students were  
16 enrolled in Summer Rising.

17 CO-CHAIRPERSON JOSEPH: So you exceeded it  
18 by 5,000 extra students?

19 DIRECTOR FALOYE: Correct.

20 CO-CHAIRPERSON JOSEPH: Okay. And in 2024,  
21 what was the numbers?

22 DIRECTOR FALOYE: So in both years, yes.

23 CO-CHAIRPERSON JOSEPH: Both years the  
24 numbers went up?

25 DIRECTOR FALOYE: Exactly. Around 115,000  
for both years.

1  
2 CO-CHAIRPERSON JOSEPH: And when we looked  
3 at, if we're going to break down the data, right,  
4 when we looked at race and ethnicity, what was  
5 enrollment like?

6 DIRECTOR FALOYE: All right. So looking at  
7 race and ethnicity, so in terms of Summer Rising  
8 2024, for Asian we had 17... would you like me to read  
9 through?

10 Okay. All right. So for Asian students we  
11 had 17 percent; for Black students we had 27 percent;  
12 for Hispanic students we had 43 percent; multiracial,  
13 1.8 percent; Native American, 1 percent; and then  
14 white, 9 percent.

15 CO-CHAIRPERSON JOSEPH: Students in  
16 temporary housing, how many did we have?

17 DIRECTOR FALOYE: We had 18,199, so about  
18 15.8 percent.

19 CO-CHAIRPERSON JOSEPH: Okay. And how many  
20 students living in shelters specifically?

21 DIRECTOR FALOYE: In shelters  
22 specifically, 8,517.

23 CO-CHAIRPERSON JOSEPH: Okay. Students in  
24 foster care?

25 DIRECTOR FALOYE: 1,265.

1  
2 CO-CHAIRPERSON JOSEPH: And English  
3 language learners?

4 DIRECTOR FALOYE: 23,794.

5 CO-CHAIRPERSON JOSEPH: And our students  
6 with IEP?

7 DIRECTOR FALOYE: 26,997.

8 CO-CHAIRPERSON JOSEPH: Can you repeat  
9 that for me?

10 DIRECTOR FALOYE: 26,997 in District 1  
11 through 32, and an additional 708 students in  
12 District 75.

13 CO-CHAIRPERSON JOSEPH: And of the  
14 students with IEP enrolled in Summer Rising in  
15 District 1 to 32 during the school year?

16 DIRECTOR FALOYE: So yes, that was 26,997.

17 CO-CHAIRPERSON JOSEPH: And how about the  
18 students in our D75 schools?

19 DIRECTOR FALOYE: 708.

20 CO-CHAIRPERSON JOSEPH: 708. And how many  
21 students were in elementary school and how many were  
22 in middle school?

23 DIRECTOR FALOYE: Elementary, 86,000.  
24 Middle school, 29,000 approximately.

1  
2 CO-CHAIRPERSON JOSEPH: And for the 2023-  
3 2024, how many students were DOE and how many were  
4 charter school students?

5 DIRECTOR FALOYE: So for 2024, we had  
6 charter school 10,638, for 2024, and then from  
7 District, we had 103,901.

8 CO-CHAIRPERSON JOSEPH: And for the  
9 students in charter school, what year was the data  
10 you gave me?

11 DIRECTOR FALOYE: 2024.

12 CO-CHAIRPERSON JOSEPH: And how about in  
13 2023?

14 DIRECTOR FALOYE: 8,580.

15 CO-CHAIRPERSON JOSEPH: We heard a lot  
16 about attendance. Can you talk to us about the  
17 attendance rate for Summer Rising?

18 CO-CHAIRPERSON STEVENS: I mean, the  
19 numbers even, I know, and I want to say this, I want  
20 to start off, I know that we have come a long way. I  
21 want to also say thank you all for always listening  
22 to myself and Chair Joseph's feedback. I think we  
23 always come back with something and you guys look and  
24 try to adjust and fix, and so, you know, I think  
25 we've come a long way. One of the things I heard a



1 lot this summer was it's gotten a lot better, but I  
2 think we were, it was a lot of bumps those first  
3 couple of years so I think we had nowhere else to go  
4 but up, and I think that we've been rising to the  
5 occasion but I know there was a huge effort around  
6 trying to prioritize, obviously, with mandates, we  
7 can't turn away young people, but, you know, when we  
8 have a program where we have especially young people  
9 who are struggling in the public school system, and  
10 then parents are choosing to migrate out during the  
11 school year but come back for the summer, thinking  
12 about how are we prioritizing our young people first,  
13 and so just to hear the number of 10,603 young  
14 people, and listen, all the kids are my babies,  
15 right, all of them, but just showing how are we  
16 prioritizing young people who are in public schools,  
17 and I know there was great effort around young people  
18 in temporary housing, foster care youth, and all  
19 these different criteria, but we're going in the  
20 wrong direction if we had 8,000 the year before and  
21 now we have 10,000, which means that 10,000 public  
22 school students who show up every day during the  
23 school year are not part of it because these young  
24 people, our families are taking advantage of it, and  
25

1  
2 rightfully so, but I just want to make sure that  
3 whatever we're doing, we're prioritizing those  
4 families who are coming first and so I just wanted us  
5 to just kind of stay there for a moment because I  
6 don't want us to skip over that because that's  
7 important. I guess it's not a question. What are we  
8 doing to kind of figure this out because that's a  
9 problem for me.

10                   DIRECTOR FALOYE: So could you restate,  
11 because you mentioned something, you said in terms of  
12 charter school students.

13                   CO-CHAIRPERSON STEVENS: Yeah, you said  
14 the year before you had 8,000 and then this year you  
15 had 10,000, so are we recruiting for those parents?  
16 What are we doing that we are getting more charter  
17 school students and not necessarily on the public  
18 school side when parents are there? Because here's  
19 the thing, one of the things that we know, especially  
20 with charter school parents, a lot of times they're  
21 usually on top of the applications, they're filling  
22 the things out, right, because to be in a charter  
23 school, you have to have some type of diligence and  
24 they're already in that process. What is happening  
25 that that is not happening with the public school

1 families and why are the charter school numbers  
2 increasing? And again, this is not an attack on them,  
3 but they often have programs in their schools and  
4 they'll have bridge programs, which can also attest  
5 to the attendance rates that are happening in our  
6 programs because it's like, okay, I need somebody to  
7 come here for three weeks and I'm going to sign up  
8 and now we have that spot filled by them and not our  
9 young people and so I just don't want us not to skip  
10 over some of the things, especially when we're seeing  
11 the numbers increasing.  
12

13 DIRECTOR FALOYE: Absolutely. In the grand  
14 scheme of things, again, we have 110,000 seats. We  
15 gave out over 110,000 seats. So 10,000 for charter  
16 school in comparison to overall.

17 CO-CHAIRPERSON STEVENS: But it increased  
18 from the year before.

19 DIRECTOR FALOYE: I understand that.

20 CO-CHAIRPERSON STEVENS: And so that means  
21 next year it's going to be more.

22 DIRECTOR FALOYE: What we're also doing  
23 is, if you look at the priority structure, the first  
24 set of students that we prioritize are (INAUDIBLE) to  
25 the home school, and then also, when it comes to

1  
2 prioritizing vulnerable students, we're not looking  
3 at where they're from. You can be STH in charter  
4 school, STH, as long as you're a New York City  
5 student. Regardless of whether you're charter or  
6 public school, we would prioritize you if you are  
7 vulnerable, so it could be that they could have come  
8 from that segment, but long story short is that, in  
9 terms of how we prioritize, we prioritize students  
10 who actually are connected to DYCD CBOs. We  
11 prioritize the local community. However, again, we do  
12 not choose where an STH student comes from or a  
13 student in foster care comes from.

14 DEPUTY COMMISSIONER VADEHRA: I understand  
15 your point, Chair, and I think your point is well-  
16 taken. I think the team has done and can share a lot  
17 of efforts and outreach to improve applications  
18 process among New York City public schools,  
19 applications among New York City public school  
20 students as well, and we obviously do get far more  
21 applications than we can serve already for the  
22 program each year, but I understand your point on the  
23 data. I will say, and we can keep thinking about  
24 that, I will say, just because it was implicit in  
25 what Angela just said, is there are a couple of

1  
2 priorities that do only apply to New York City public  
3 school students, and we do see a higher offer rate by  
4 a bit for New York City public school students than  
5 charter school students when we actually look at  
6 those. So, those two priorities you just mentioned  
7 only apply to New York City public school students in  
8 affiliation with the school and affiliation with the  
9 DYCD CBO program. I assume that's partly why we do  
10 see a higher offer rate for public school students  
11 than charter school students, which is also in here  
12 in the data.

13 CO-CHAIRPERSON JOSEPH: Yes, so thank you  
14 for that, and definitely agree with my Co-Chair today  
15 that the numbers are going up, so I'm sure 2025 the  
16 numbers will go up for, I understand, they can be in  
17 charter school and still be a foster child, they can  
18 be in charter school and still live in temporary  
19 housing, but we're still seeing the numbers that are  
20 going up because my students can't go attend a summer  
21 programming in charter schools so you see the role.  
22 If we were to reverse the roles, that's what would  
23 happen.

24 So, a couple questions around attendance,  
25 and we saw this during the summertime, and there was

1  
2 a Chalkbeat article that said that attendance had  
3 dropped, that you guys had to send educators home.  
4 What do we do? How long does it take a child to fall  
5 off the roster for you to offer a seat to an incoming  
6 child and, in the attendance, what are we doing to  
7 make sure students are coming and how are we keeping  
8 them engaged, especially my middle school students?

9           DIRECTOR FALOYE: So first I'll speak to  
10 the attendance policy. So, this year, the attendance  
11 policy, we had twofold. The first was if you did not  
12 attend by the Monday of the second week and we did  
13 not hear from you after multiple attempts, then we  
14 will remove that student and offer the seats to  
15 whoever is next in line on the wait list so that was  
16 the first step. Then the second policy in terms of  
17 attendance was that if you did not attend.

18           CO-CHAIRPERSON STEVENS: I'm sorry,  
19 because this room, I can't hear even with the  
20 earpiece on. You said by the second week, and could  
21 you bring the mic over a little bit?

22           DIRECTOR FALOYE: So the second week, the  
23 first Monday.

24           CO-CHAIRPERSON STEVENS: (INAUDIBLE)  
25

1  
2           DIRECTOR FALOYE: By the second week, the  
3 first Monday, if the student did not attend and after  
4 multiple attempts by the CBO and school to reach out  
5 to the family and they could not get any response  
6 from the family, that student will now be unenrolled  
7 and that seat will be given to somebody who is next  
8 in line on the wait list. So that was the first part.

9           CO-CHAIRPERSON STEVENS: And I just want  
10 to be clear, isn't the program, what is it, six  
11 weeks?

12           DIRECTOR FALOYE: Seven weeks.

13           CO-CHAIRPERSON STEVENS: Seven weeks.

14           DIRECTOR FALOYE: Seven weeks for  
15 elementary, six weeks for middle school, seven weeks  
16 for elementary.

17           CO-CHAIRPERSON STEVENS: So, we're already  
18 at six weeks because the first week they weren't  
19 there and we are trying to figure this out by the  
20 second week and then now we're going to be calling  
21 parents who probably already found other  
22 accommodations to come to the program. Do we see  
23 where that might be a challenge?

24           DIRECTOR FALOYE: So, before summer  
25 starts, and this is something I would like DYCD to

3 please attest to as well, the CBOs are already  
4 reaching out.

5 CO-CHAIRPERSON STEVENS: Oh, I'm aware  
6 what the CBOs is doing, but that's not the issue  
7 here.

8 DIRECTOR FALOYE: But we want to give  
9 leeway. We want to give leeway to families to say,  
10 you know, we understand, and that first week also  
11 includes a holiday.

12 CO-CHAIRPERSON STEVENS: I know.

13 DIRECTOR FALOYE: It includes July 4th as  
14 well.

15 CO-CHAIRPERSON STEVENS: Which is part of  
16 some of the issue too.

17 DIRECTOR FALOYE: Yeah, so we're giving  
18 that leeway to families, but again, by Monday, before  
19 that first Monday, I'm sure the CBOs and schools are  
20 already calling the families.

21 CO-CHAIRPERSON STEVENS: Even with this  
22 piece, I think is where some of the frustration comes  
23 from. Because when the CBOs ran camp, they would have  
24 their orientation probably like a week before and so  
25 they would already have more of an idea, and so when  
we're already in the thick of camp, do you know how



1  
2 hard it is to have to sit there and call parents when  
3 you have these kids all day, so I think even that  
4 process of saying we're waiting until the second  
5 Monday to do that is part of an issue, right? Because  
6 again, if camp has already started, it's already  
7 after the holiday, people are going away, you've  
8 already made accommodations. I'm not coming. And so  
9 that just, and so again, everyone knows I've said it  
10 for the last three years. I ran camp for 20 years.  
11 There was no way by the time camp started, I had the  
12 ability to actually say, I'm going to go call off the  
13 wait list because my roster needs to be done, and so  
14 we would have our rosters done, had parent  
15 orientation at least two weeks before, met the  
16 parents, came in so do we see where that piece is  
17 missing, which is why I've advocated that we put the  
18 recruitment and enrollment back in the hands of the  
19 CBOs so that we would not be in this position because  
20 that Monday does not make sense, and that is not fair  
21 because we all know that the teachers and principals  
22 ain't making those calls. It is the CBOs making those  
23 calls so that is not okay.

24 ASSISTANT COMMISSIONER GUILLEN: So good  
25 morning, Chair.

1  
2 CO-CHAIRPERSON STEVENS: You about to take  
3 up for them? Go ahead.

4 CO-CHAIRPERSON JOSEPH: Could you give me  
5 one second? Can you give me one second? Can you give  
6 me one second? Let me acknowledge Council Member  
7 Menin and Council Member Hanif, who's on Zoom, and  
8 you may take it away, but I'm going to come back with  
9 a follow-up just to line up, so New York City Public  
10 Schools, get ready for me.

11 ASSISTANT COMMISSIONER GUILLEN: So I want  
12 to highlight the fact that you, Chair Stevens, last  
13 year flagged this for me, and in planning for this  
14 year, we wanted to be more intentional about the  
15 application process, right, and what that meant was  
16 that CBOs were able to get access to who was applying  
17 so that way they can see the contact information.  
18 They can call those parents ahead and say, hey, we do  
19 have a parent orientation come up, are you going to  
20 join us, are you going to be part of this? That way  
21 we can work through that wait list because that is  
22 correct. It is a key component of what happens in the  
23 application process.

24 CO-CHAIRPERSON STEVENS: Could I tell you  
25 one of the things that I got from parents this

1  
2 summer? I had one parent, and they were in the  
3 Chalkbeat article, who talked about the CBO had  
4 orientation, but the principal refused to meet with  
5 them. They did not have an orientation, so where's  
6 that disconnect?

7 ASSISTANT COMMISSIONER GUILLEN: I'm  
8 sorry, you mentioned that?

9 CO-CHAIRPERSON STEVENS: I had a parent,  
10 and they were in the Chalkbeat, you guys go back to  
11 the article, they even talked about it. They tried to  
12 meet, the principal told the CBO they couldn't have a  
13 parent orientation so the parent only met with the  
14 CBO. The principal refused to meet with them and did  
15 not allow the CBO to have a parent orientation. So  
16 where does that disconnect, and why is that even  
17 happening? Because I know part of the requirement on  
18 the CBO side is required to do a parent orientation,  
19 but the principal didn't let them have it, and they  
20 wouldn't meet with parents, and the principal  
21 wouldn't meet with the parents because they wouldn't  
22 give them the space.

23 ASSISTANT COMMISSIONER GUILLEN: And in  
24 those instances where there is a conflict at the  
25 school level between the school leadership and the

1  
2 CBO, that gets escalated to both New York City Public  
3 Schools and DYCD, and making sure that we're tapping  
4 into the district and the superintendents to address  
5 these issues. Because part of the entire process is  
6 that orientation happens, that the collaborative  
7 planning happens, which includes how we're engaging  
8 with families, the families that are hard to reach,  
9 and getting those contact information, and following  
10 up through this entire process leading into the start  
11 of the program. In that instance, for that school, it  
12 was a really unfortunate opportunity that we weren't  
13 able to capture that and resolve that quickly, but  
14 there was an entire escalation plan to make sure that  
15 those partnership situations wouldn't happen in the  
16 first place.

17 CO-CHAIRPERSON STEVENS: So what is the  
18 escalation with the principal who wouldn't allow them  
19 to do their job and would refuse to meet with  
20 parents, which I think, by the way, is crazy, so  
21 let's just go there. Principals saying they're not  
22 meeting with parents, that is not okay with me, and  
23 refused to meet with the parents. So, this is not a  
24 DYCD question, so I'm not asking y'all to answer it,

1  
2 I'm asking DOE to answer this, because that is a  
3 problem for me.

4 CO-CHAIRPERSON JOSEPH: But it can't... see,  
5 if it's a collaboration, right, and that's one of the  
6 things we always talk about. Agencies refuse to talk  
7 to each other. If this is a collaboration and a  
8 partnership, the dialogue has to start early. You  
9 have to work hand-in-hand in order for it to work,  
10 right? If the end goal is to deliver a programming  
11 for child, especially the ones that are mandated, you  
12 have to work hand-in-hand, and I think principals,  
13 superintendents, have to be in the conversation, CSA  
14 has to be in this conversation to make sure your  
15 principals are doing what they're supposed to be  
16 doing, and that's not the first time I'm hearing  
17 complaints so I'm going to call that all stakeholders  
18 get together and figure this out in 2025 because I  
19 don't want to be here next year having another  
20 hearing on how this is... I want to hear improvements,  
21 and I want to hear the amazing things that are  
22 happening on the ground.

23 CO-CHAIRPERSON STEVENS: I want to go back  
24 to camp.

1  
2 CO-CHAIRPERSON JOSEPH: And she just want  
3 to go back to camp. So, New York City Public Schools.

4 DIRECTOR FALOYE: Thank you for that. As  
5 Daniel mentioned, we work well and hand-in-hand. We  
6 have meetings every week, especially during Summer  
7 Rising, and those meetings are especially to tackle  
8 escalation. If something like this had been escalated  
9 through DYCD to me, immediately I would have met with  
10 the Division of School Leadership to address the  
11 matter. We would go through the superintendent's team  
12 to immediately reach out to the principal. We take  
13 parent communication, parent engagement, very  
14 seriously. So, again, once matters like this were  
15 escalated through DYCD to me, immediately I reached  
16 out to the appropriate stakeholders to swiftly  
17 resolve, and we will continue to do this in  
18 subsequent summers.

19 CO-CHAIRPERSON JOSEPH: Well, thank you. I  
20 have a question. Promotion in doubt students, are  
21 they required to apply for Summer Rising in order to  
22 participate in the CBO enrichment programs?

23 DIRECTOR FALOYE: I'm sorry, could you  
24 repeat your question?  
25

1  
2 CO-CHAIRPERSON JOSEPH: Students with  
3 promotion in doubt, students that are mandated for  
4 what we used to call summer school, are they required  
5 to apply for Summer Rising in order to participate in  
6 the CBO programming?

7 DIRECTOR FALOYE: So, when it comes to  
8 promotion in doubt students, at the time of the  
9 application, we wouldn't know which students are  
10 mandated. We don't know that. But what we do do is we  
11 prioritize. Anybody attending both the academic  
12 portion and enrichment portion, you need to apply for  
13 Summer Rising seats. We want to make sure that there  
14 is interest there. And so, again, we do prioritize  
15 when we know that you are promotion in doubt. When  
16 the wait list opens up at the time where we do know a  
17 student is mandated and that mandated student has now  
18 placed themselves on the wait list, they are the  
19 first priority, but, again, a mandated student will  
20 get the instructional programming regardless of if  
21 they apply to Summer Rising.

22 CO-CHAIRPERSON JOSEPH: So, if I have a  
23 promotion in doubt, I would automatically be  
24 enrolled? What if I don't apply for Summer Rising and  
25 I'm mandated to attend summer?

1  
2                   DIRECTOR FALOYE: So, yes, if you are  
3 mandated and you did not apply for Summer Rising, you  
4 will only get the instructional programming. That is  
5 what happens. But, again, Summer Rising, we want to  
6 ensure that we are giving seats to families and  
7 students who are interested. The only way we know you  
8 are interested is when you apply through My Schools,  
9 and at the time when we give out the main round  
10 offers, we do not know who is mandated, but we know  
11 who is promotion in doubt, so that is the first  
12 priority. The first priority is to give out offers to  
13 promotion in doubt students. Now, when we now turn  
14 over to the wait list period, let's say June, when we  
15 now know a student is mandated, if they did not apply  
16 to Summer Rising during the main round, but they are  
17 now interested in not just the academic portion but  
18 the full day, they put themselves on the wait list  
19 and they are the first priority.

20                   CO-CHAIRPERSON JOSEPH: Okay. So, when we  
21 talk about students that are mandated, what kind of  
22 curriculum do you use for students that are mandated  
23 and what does the assessment look like?

24  
25



1  
2 DIRECTOR FALOYE: I would invite my  
3 colleague from the Curriculum team to speak on this  
4 matter.

5 CO-CHAIRPERSON JOSEPH: Meanwhile, let me  
6 acknowledge Council Member Narcisse.

7 CHIEF VEVE: Good morning. So, the  
8 curriculum isn't differentiated for students who are  
9 mandated or not. The curriculum is selected by the  
10 district. They select their ELA and their math  
11 curriculum and then that curriculum is in place for  
12 all schools within the district. Then within each  
13 school, the principal and the teachers who are there  
14 work to differentiate curriculum for the students.

15 CO-CHAIRPERSON JOSEPH: What assessment do  
16 you use that allow by the time of Summer Rising to an  
17 end that child is moving on to the next grade?

18 CHIEF VEVE: So, there are assessments  
19 within each of the curriculum and those assessments  
20 are used and become part of the portfolio for the  
21 students who are designated promotion in doubt.

22 CO-CHAIRPERSON JOSEPH: They still do  
23 portfolio work?

24 CHIEF VEVE: Correct.  
25

1  
2 CO-CHAIRPERSON JOSEPH: And what kind of  
3 curriculum are you using?

4 CHIEF VEVE: The portfolio uses the DOE  
5 rubric, the students, then for each one of the  
6 standards that they're using..

7 CO-CHAIRPERSON JOSEPH: And what  
8 curriculum is that?

9 CHIEF VEVE: I'm sorry?

10 CO-CHAIRPERSON JOSEPH: And what  
11 curriculum? What curriculum do you use for the  
12 summer?

13 CHIEF VEVE: So, there are three different  
14 curricula for the English. Do you want me to list  
15 them?

16 CO-CHAIRPERSON JOSEPH: Yes, ma'am. For  
17 the record.

18 CHIEF VEVE: So, there are three different  
19 curricula in play for the summer for ELA. There's  
20 SAVIS Summer Impact, Scholastic Scholar Zone, and  
21 NSSI ELA. For math, there are two curricula that  
22 districts could choose from. That's the Curriculum  
23 Associates Math Ready and the NSSI Math.

24 CO-CHAIRPERSON JOSEPH: And how much PD do  
25 you provide for the educators?

1  
2 CHIEF VEVE: So, the professional learning  
3 happens dependent on each one of those curriculum  
4 providers. There are two days prior to the beginning  
5 of summer school where curriculum...

6 CO-CHAIRPERSON JOSEPH: Are  
7 paraprofessionals included in that training?

8 CHIEF VEVE: Paraprofessional learning is  
9 different from the teachers, but they're also  
10 provided with professional training.

11 CO-CHAIRPERSON JOSEPH: Let's say I have a  
12 one-to-one and my child has an IEP, how can I turn  
13 key if I'm not teaching the paraprofessional the same  
14 thing?

15 CHIEF VEVE: They also have professional  
16 learning, just saying it's separate from the  
17 teachers. I'll turn it over to Andie for the..

18 CO-CHAIRPERSON STEVENS: Before you go.

19 CHIEF VEVE: Yes.

20 CO-CHAIRPERSON JOSEPH: She's not going

21 (INAUDIBLE)

22 CO-CHAIRPERSON STEVENS: No, I just had a  
23 question. You said that they do their PD, you said  
24 two days prior or they have two days designated?

1  
2 CHIEF VEVE: There are two days designated  
3 prior.

4 CO-CHAIRPERSON STEVENS: How early before?

5 CHIEF VEVE: Sorry.

6 CO-CHAIRPERSON STEVENS: How early before  
7 summer camp starts is this training taking place?

8 CHIEF VEVE: Well, between the end of..

9 CO-CHAIRPERSON STEVENS: Oh, I know the  
10 (INAUDIBLE) Don't get me started.

11 CHIEF VEVE: Tight schedule.

12 CO-CHAIRPERSON STEVENS: Part of the  
13 problem. Don't get me started. But, so they have two  
14 days before school is ending, they have two days of  
15 this training, and then they have to be ready to go  
16 first day of camp.

17 CHIEF VEVE: Yes.

18 CO-CHAIRPERSON STEVENS: I just wanted to  
19 make sure we put that on the record.

20 CO-CHAIRPERSON JOSEPH: And once they're  
21 finished with the portfolio, then they're moved on to  
22 the next grade.

23 CHIEF VEVE: Correct.

24 CO-CHAIRPERSON JOSEPH: And what does that  
25 portfolio look like?

1  
2 CHIEF VEVE: So, I'm going to turn that  
3 over to Danielle Dimango.

4 CHIEF DIMANGO: Good morning, Chair Joseph  
5 and Chair Stevens and the Council Members. Good to be  
6 here with you today.

7 Before I talk about portfolios, I also  
8 wanted to add to curriculum and the training for  
9 teachers. One of the things that we also included are  
10 office hours for teachers where they can go online  
11 and speak directly to some of the curricular support  
12 as well as online resources that are available. So,  
13 there are sample lessons, videos for supports as well  
14 around the curriculum.

15 Promotional portfolios start, as you  
16 know, in the spring where schools look at students'  
17 work aligned to standards and multiple measures to  
18 talk about readiness and preparation for next year,  
19 and what we do in the summer is those portfolios  
20 actually go to the summer school site and teachers  
21 working through the assessments and the curricula add  
22 student work in alignment with the rubric to assess  
23 where students are towards the standards and to  
24 measure readiness and then we take those portfolios  
25 which go back to the school and plus the beginning-

1  
2 of-year assessments and determine MTSS supports,  
3 assessment supports and enrichment supports for  
4 students starting right at the beginning of the  
5 school year.

6 CO-CHAIRPERSON JOSEPH: And if that  
7 student doesn't complete the portfolio, what happens?

8 CHIEF DIMANGO: I'm sorry?

9 CO-CHAIRPERSON JOSEPH: If the student  
10 does not complete the portfolio, what happens?

11 CHIEF DIMANGO: So, we do everything that  
12 we can to get the student to complete the portfolio,  
13 but if a student is promotion in doubt, it is a  
14 recommendation that the student may not be promoted  
15 to the next grade level if they're not showing  
16 progress from what the school's determined in the  
17 spring.

18 CO-CHAIRPERSON JOSEPH: And what do you  
19 have for students who are not mandated but want to  
20 apply for Summer Rising? What set of workplace  
21 enrichment do you have in place for them?

22 CHIEF DIMANGO: So, one of the things that  
23 we did ask for in terms of training and presentations  
24 that the different curricular programs offered were  
25 within the task, it is access for anyone to enter.

1  
2 So, it can start in a low space where everyone would  
3 be able to see on-grade-level standards work, but  
4 then there are also different types of activities  
5 where students can go deeper and more accelerated on  
6 the same content.

7 CO-CHAIRPERSON JOSEPH: The students who  
8 don't have promotion in doubt but attend Summer  
9 Rising, what enrichment do you have in place for  
10 them?

11 CHIEF DIMANGO: In terms of the  
12 curriculum?

13 CO-CHAIRPERSON JOSEPH: In terms of, I'm  
14 coming to your school, I don't need to be here, but  
15 I'm here? What do you have in place for me? Are you  
16 training me for the next upcoming grade? I'm an  
17 eighth grader. Are you getting me ready for ninth  
18 grade? What does that look like?

19 CHIEF DIMANGO: So, I think, as we said,  
20 the curriculum is very similar, but the tasks and  
21 opportunities for students to have high-level  
22 accelerated book clubs, different levels of research,  
23 but they're all really looking at the same content.  
24 It's just the way that principals and teachers are

1 organizing groups of students and offering the  
2 extensions that are available within the curriculum.

3  
4 CO-CHAIRPERSON STEVENS: So, no one thinks  
5 it's a little crazy that the teachers have two days  
6 of PD, and then they have students who are mandated  
7 to be there, and then students who are not mandated  
8 to be there and obviously probably don't need that  
9 additional support but might want other  
10 accelerations. I think, in theory, this sounds like  
11 it makes sense, but this is part of the challenge  
12 where young people are like, I'm bored, I don't want  
13 to be here, because the teacher is juggling all of  
14 these things, and granted, they do it all year,  
15 right, because that's part of their work, right, but  
16 now we've added two more months to this so I want us  
17 to just kind of think about that. What does that  
18 really look like, and does that make sense, and is  
19 this the best stress of resources, right, and we're  
20 thinking about young people who probably, who used  
21 to, and let's be clear, summer school, when they had  
22 summer school, they were in there, it was smaller  
23 groups, they were able to get additional attention,  
24 able to get more support, and now it's literally just  
25 a bigger classroom all year long when they could have



1  
2 gotten some additional support and prepared them  
3 better for the school year and so, like, I'm just,  
4 that's why for me it's a little mind-boggling to wrap  
5 my head around.

6 CHIEF DIMANGO: So, I think it's twofold.  
7 Some of...

8 CO-CHAIRPERSON STEVENS: And I've been out  
9 here, there's some teachers doing some great work and  
10 all the things, but that's not what, so I don't want  
11 you guys to explain it away like, oh, I know teachers  
12 are doing their thing, it's hot, (INAUDIBLE),  
13 whatever, but I just want us to also think about does  
14 this make sense as far as even thinking about these  
15 young people who need that additional support and  
16 will be able to get additional attention from a  
17 teacher for two months and really help them excel for  
18 the next school year? Is it preparing them the way  
19 they should be prepared, which was my question even  
20 was gonna say, like, what are the academic, what are  
21 the goals around this program? Because it started out  
22 as a reaction from COVID and saying these kids have  
23 been out of school for all this time, let's do this,  
24 and so have we sat down and said, okay, let's look at  
25 this and does this make the most sense for the lack

1  
2 of resources we have, right, because we had federal  
3 money before, we had all these things. Does this make  
4 the most sense for us to continue with this model  
5 this way, so, like, what are the academic goals that  
6 we're looking at and what are we really trying to  
7 achieve?

8 CHIEF DIMANGO: So, I think some of the  
9 things that you had said in the beginning is over the  
10 past few years, we've really strengthened our  
11 partnership with DYCD and the learning is really, and  
12 the collaboration between principals and our CBO  
13 partners have allowed us to bring certain fun and  
14 engaging things into the classroom, so one of the  
15 things that we know is that our DYCD counselors are  
16 in the classrooms with the students and the teachers  
17 and the other supports.

18 CO-CHAIRPERSON STEVENS: Which I also have  
19 a problem with because the teachers leave at 12.

20 CHIEF DIMANGO: The teachers what?

21 CO-CHAIRPERSON JOSEPH: They leave at 12.

22 CO-CHAIRPERSON STEVENS: I also have a  
23 problem with because the CBO staff is stretched  
24 because they're there from 8 to 6 and teachers leave  
25 at 12, and so that's also a problem because they do

1  
2 push in during that portion of the day., and let's  
3 also not pretend like there's not a partnership all  
4 year, right, like, we cannot continue to talk about  
5 Summer Rising as if it's this anomaly and it's  
6 separate. These CBOs are in these schools all year  
7 long. We know that there's a collaboration, a  
8 partnership, like, we know we need each other. We  
9 work interconnected. But I'm just, again, just  
10 saying, like, does this make the most sense, and I  
11 think that we are at a critical moment where we need  
12 to stop and say, does this model in this way and  
13 how's it moving forward, and so, like, yes, they work  
14 all year together. They do push in. The group leaders  
15 are in there, which I'm like, well, why aren't the  
16 teachers pushing in in the afternoon portion, in the  
17 enrichment portion? Why is that not something we're  
18 doing when we're talking about collaboration? And I  
19 get it. It's, you know, the contracts, whatever. But  
20 it's also, like, so they have a contract so they  
21 leave and get replenished where my CBO people are  
22 there and, like, working a crazy number of hours so  
23 it's just some of that stuff that just kind of, like,  
24 grinds my gears. I'm going to shut up because I feel  
25 like I'm going on a tangent.

1  
2 CHIEF DIMANGO: And it also did allow us  
3 to bring other experiences into the classroom like  
4 STEM activities, healthy baking and cooking, chess,  
5 mural painting across the schools that students were  
6 proud to return to their schools and show that their  
7 work was happening. All of those things allowed for  
8 opportunities to happen throughout the day.

9 CO-CHAIRPERSON STEVENS: But that's done  
10 all year long. Like, it's not... these after-school  
11 programs are there. They do that type of work all  
12 year long. And so, again, that's why I'm just  
13 stressing, like, I think we're at a moment where we  
14 need to stop and say, is this making the best sense?  
15 Because if we have students who are mandated to be  
16 there in promotion in doubt, why are we not focusing  
17 on them and saying, like, let's give them the  
18 attention that they need, and the CBOs are already  
19 doing it, so they've done it in the past where, you  
20 know, again, we all know that even young people being  
21 in summer camp, that's about keeping summer learning  
22 loss, right? We don't want them to lose summer  
23 learning loss, and we know that that's what's the  
24 case and it doesn't need to be in a classroom. It  
25 doesn't need to be in a classroom because we know

1 that these programs are educational supplements and  
2 not just babysitting and so that's why, like, it's  
3 not just saying, like, oh, parents, they don't have a  
4 lot of options, and so let's give them options that  
5 actually are a real option because we're kind of..  
6 Let's be clear. We're at a place where we're doing  
7 12-year school.  
8

9 DEPUTY COMMISSIONER HASKELL: Chair

10 Stevens, I wanted to just add briefly, like, we  
11 aren't running the same program that we ran in 2021,  
12 and I appreciate you acknowledging that we are  
13 listening and we are making improvements and we will  
14 continue to do that year after year. I think that  
15 where we were in 2024, we really saw, to your point,  
16 like, the strengths of the partnerships. I feel like  
17 this model, it is different than a traditional or  
18 previous camp model, but really I think when we look  
19 at the benefits that we get from this partnership,  
20 the strength of having the teachers and the camp  
21 counselors for elementary students in the morning,  
22 the strength of enhancing the experience for middle  
23 school students because they have both the academic  
24 and the enrichment, that we really, in our reflection  
25

1  
2 year after year, are seeing just more and more the  
3 strengths of this partnership.

4 ASSISTANT COMMISSIONER GUILLEN: And I  
5 think it's also important to note that you're right.  
6 This is happening all year round, but not to this  
7 scale, right? Prior to the launch of Summer Rising,  
8 this was happening in smaller cohorts. A holistic  
9 model like this was an offer to everyone, and I think  
10 we're all big believers here of access and the fact  
11 that now much more young people and families are able  
12 to tap into this academic and enrichment support full  
13 day is something that is amazing, and we want to  
14 strive to do better on in the process, but it's  
15 important that this key feature of a balanced model  
16 and get it as balanced as possible is something that  
17 we can continue and develop.

18 CO-CHAIRPERSON JOSEPH: So, I'm going to  
19 ask this again. So, what's the plan for, again, we've  
20 mentioned it, I come to your school, to your Summer  
21 Rising, I'm not mandated to be there. There has to be  
22 a different approach for that student that comes in,  
23 and that's why some of them started staying home.  
24 Because I wanted to find out what was the attendance  
25 rate in 2024, so you can also look at the holistic

1 approach and see what is working, what's not working.  
2  
3 And how many kids do we have in a classroom during  
4 Summer Rising? That's also going to tell me a lot.  
5 How many students are sitting in front of a teacher  
6 during Summer Rising?

7 DIRECTOR FALOYE: So out of the offers  
8 that we gave...

9 CO-CHAIRPERSON JOSEPH: Can you speak up,  
10 please?

11 DIRECTOR FALOYE: Oh, yes. Out of the  
12 offers that we gave, we had 101 students attend at  
13 least once, so that's a large number.

14 CO-CHAIRPERSON JOSEPH: Where did they go?

15 DIRECTOR FALOYE: Oh, to the Summer Rising  
16 sites.

17 CO-CHAIRPERSON JOSEPH: No, you said 101  
18 students showed up?

19 DIRECTOR FALOYE: 101,000. Out of the  
20 110,000 offers that we gave...

21 CO-CHAIRPERSON JOSEPH: Where did the  
22 9,000 go? Did we track that data to see what's  
23 happening?

24 DIRECTOR FALOYE: We will keep that under  
25 advisement and do that.

1

2

CO-CHAIRPERSON JOSEPH: Absolutely.

3

4

DIRECTOR FALOYE: So now, in terms of year over year, this is similar to what happened last year as well, but thank you for that, and we will continuously improve. That's why we are here.

7

8

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In terms of attendance, attendance has been steady. In fact, attendance has been steady both last year and even before the pandemic when it comes to mandated students. DYCD can also attest to their attendance as well, which is similar to ours. But in terms of attendance, with real numbers, we're looking at 61 percent, 61.5 percent in 2024, 63.4 percent in 2023, 59.4 percent in 2022. Now, again, this is consistent even...

16

17

18

CO-CHAIRPERSON JOSEPH: What's the standard attendance rate across the city? It's not 68 percent.

19

20

21

DIRECTOR FALOYE: You mean school year?

CO-CHAIRPERSON JOSEPH: Yeah, school year.

What's the standard?

22

23

DIRECTOR FALOYE: I would like somebody in enrollment to speak to that.

24

25

DEPUTY COMMISSIONER VADEHRA: We'll get you that number by the end of the hearing.



1  
2 CO-CHAIRPERSON JOSEPH: 68 percent is not  
3 nothing to celebrate. 68 percent. What are we  
4 celebrating? Where are those kids? If 9,000 kids go  
5 missing in our school system, I would like to know  
6 where they are and what are they doing and how we  
7 outreach to them and doing outreach to those families  
8 to find out why they're not sitting in our seats so  
9 68 percent for me is not good enough, and you know,  
10 like Chair Stevens, I've been in the trenches 22  
11 years, so 68 percent? We got a lot of work to do.  
12 What happened to those 32 percent of our students?

13 DEPUTY COMMISSIONER VADEHRA: So, we will  
14 get you the number on what the school year attendance  
15 is. I will say I don't think we actually see it as  
16 the same thing in terms of the comparison, right?  
17 This is a free, optional program that we  
18 intentionally make available without saying you have  
19 to come 65 percent of the time or 70 percent of the  
20 time. We know we see trends over the course of the  
21 summer. We have fewer students later in the summer.  
22 That could be because that's what family plans look  
23 like, which is fine, right? We allow that. We allow  
24 that level of flexibility. I'm not saying there's not  
25 always room for improvement, and this is something we

1  
2 are collectively looking at closely in terms of what  
3 is the student experience, how do we make sure we're  
4 enrolling kids who actually want to be there, which  
5 is one of the pieces of improving enrollment at the  
6 beginning of the process when families are actually  
7 making planning decisions as opposed to popping a kid  
8 onto the enrollment roll in July and realizing that's  
9 probably... That person already has something else  
10 planned, right, which is a part of the challenge, so  
11 I would say I do think that it is different from  
12 school year and that we intentionally make it  
13 flexible for families to be in and out, to not  
14 mandate a certain thing, to allow them to opt out a  
15 couple weeks. We could change that, I suppose. We do  
16 talk long and hard about how to change this program  
17 every year for whatever it's worth and continue to  
18 try and improve. That is not something we've been  
19 looking to change because we think that flexibility  
20 in a free program is actually appropriate.

21 I think on the 9,000 students, I do think  
22 it's a fair question. Some of those are the students  
23 who were originally enrolled, the students that Chair  
24 Stevens was speaking about were originally enrolled.  
25 We did some outreach. They show up in our enrollment

1 numbers, but they don't show up in our attendance  
2 numbers, so some of them are those students that are  
3 explaining that part of the differential as well, or  
4 a similar student who might have gotten an offer  
5 later in July, said, yes, I want this, then actually  
6 they didn't because by then they were, of course,  
7 doing something else so it's some of those situations  
8 too that are leading to that gap between the 101 and  
9 the 110.  
10

11           The one other thing I will say is just we  
12 do see a lot of that as how do we think about the  
13 upfront enrollment process to get as many folks in by  
14 April. Thank you, Angela, for the April date. We do  
15 think those are the families that are more likely to  
16 come. They're going to be able to plan around this.  
17 That's actually one of the reasons we made the change  
18 around mandated and promotion in doubt. We were  
19 holding back students. We were holding back seats at  
20 what we think is the critical stage for enrollment  
21 for students who we didn't know yet who they were,  
22 and we didn't know if they even wanted the CBO  
23 portion of the experience, which we know is a limited  
24 thing, so it's a challenging piece, the mandated and  
25 promotion in doubt piece, but given it is a scarce

1  
2 resource, I think we've thought we really want to  
3 make it available for kids who raise their hand, kids  
4 and families, and say, I want this full set of the  
5 experience, and that is one of the reasons we changed  
6 that policy as well because we think as many kids as  
7 we can, overenroll a bit if we need to, weigh up in  
8 April so families can plan is how we're going to get  
9 students to come and keep coming.

10 CO-CHAIRPERSON JOSEPH: We were seeing  
11 that in certain areas there were a wait list. In  
12 certain areas, you had a lot of open seats. How did  
13 you deal with that?

14 DIRECTOR FALOYE: Could you please restate  
15 the question?

16 CO-CHAIRPERSON JOSEPH: There were areas  
17 where you had wait lists, and there were certain  
18 areas where you had a lot of open seats. How did you  
19 manage that?

20 DIRECTOR FALOYE: One thing we did in  
21 collaboration with DYCD was to understand where we  
22 had open seats, and thanks to the My Schools team,  
23 Office of Student Enrollment, we made it available so  
24 families could actually filter in My Schools to  
25 understand where the seats were available and then to

1 apply. We also had that information on our website.

2 Long story short is that we were encouraging families  
3 to please continuously check My Schools to understand  
4 where those seats are available to please apply to  
5 them.  
6

7 CO-CHAIRPERSON JOSEPH: What  
8 accommodations were made for parents who did not have  
9 access to My Schools?

10 DIRECTOR FALOYE: Great question. We  
11 ensured that school-based staff, such as parent  
12 coordinators, were able to apply on their behalf  
13 during the main round offer and also on the wait list  
14 as well. We also gave access to CBOs. CBOs could  
15 apply on behalf of their families, and then even the  
16 students in temporary housing staff, students in  
17 foster care staff, we gave them My Schools access. In  
18 fact, we had over eight trainings to different  
19 stakeholders saying, hey, we are giving you access.  
20 This is how you apply on behalf of families. Of  
21 course, we welcome continuous improvement ideas.

22 CO-CHAIRPERSON JOSEPH: How successful was  
23 that?

24 DIRECTOR FALOYE: To our knowledge,  
25 especially through the survey as well, it was

1 successful. Again, I continuously say that any  
2 improvements that are needed, let us know.  
3

4 CO-CHAIRPERSON JOSEPH: How many students  
5 are sitting in Summer Rising Classrooms?

6 DIRECTOR FALOYE: We do have a cap size of  
7 30 students. That is the maximum.

8 CO-CHAIRPERSON JOSEPH: 30 students.

9 DIRECTOR FALOYE: That's the maximum.

10 CO-CHAIRPERSON JOSEPH: That's a lot of  
11 kids.

12 DIRECTOR FALOYE: We take into account  
13 attendance rates as well, but at the end of the day,  
14 it's also at the discretion of the principal based on  
15 the capacity of the building, but the maximum, again,  
16 I'm repeating, the maximum is 30 students.

17 CO-CHAIRPERSON JOSEPH: And everyone is in  
18 the same room? Whether you're mandated or not,  
19 everyone's in the same room?

20 DIRECTOR FALOYE: Correct.

21 CO-CHAIRPERSON JOSEPH: So, that's what we  
22 were talking about earlier. So, the students who will  
23 need the more academic support are lost in the crack  
24 because they're coming from a regular 10-month school  
25 year with 30 kids, and here I am in Summer Rising

1 with another 30 kids. Where are you ever going to see  
2 them? We're not going to see them. We're going to  
3 lose them in the crack again.  
4

5 CO-CHAIRPERSON STEVENS: And just to jump  
6 in really quickly, there was a survey done by UNH,  
7 and one of the things that the parents highlighted  
8 was the one-size-fits-all model, just even around  
9 this, and just one of the parents was concerned  
10 because their daughter was in a child-centered gifted  
11 program, and they were in a classroom with general ed  
12 and special ed students, and they had major concerns  
13 about how the teacher was not able to differentiate  
14 what the students needed in the academic supports,  
15 and so this, to me, is just a highlight of, yes, in  
16 theory it sounds okay, but that just is a lot because  
17 you have students at such different levels. They said  
18 that they ended up pulling her out because that just  
19 was not something that they felt was beneficial, and  
20 so, again, I think that this is an area that has to  
21 be addressed, and we can't just keep saying, like,  
22 well, you know, this is an issue, right? If you have  
23 a student who is talented and gifted, because we  
24 can't forget about them, they're part of the program  
25 too, right, and then we have a student who needs

1  
2 additional support, and yes, you can put a para in  
3 there, but they're still not going to get the support  
4 that they need. We don't do that during the school  
5 year, so then why would we do this during the regular  
6 year, but I just wanted to highlight that because I  
7 was just looking at some of the data from the survey,  
8 and that was one of the things that was glaring  
9 around parents and their feedback that they did with  
10 over, like, 700 young people and parents across the  
11 city.

12 CO-CHAIRPERSON JOSEPH: And quick  
13 question. Students with IEP that require a one-to-one  
14 paraprofessional, in Summer Rising, is that provided  
15 for the student? You can go ahead.

16 CHIEF DIMANGO: So, one of the things that  
17 we did specifically speak with principals about is  
18 the learning experience, the heterogeneous learning  
19 experience, and what that looks like, but there were  
20 also opportunities for principals and teachers to  
21 program differently to meet some of the needs and  
22 address some of the acceleration that you were  
23 speaking about, Chair Stevens, as well. I think we  
24 can continue in this work to make sure that  
25 principals are aware of some of the suggestions and



1  
2 recommendations that are coming from families, like  
3 you just described from the survey.

4           SENIOR EXECUTIVE DIRECTOR CORSO: Thank  
5 you so much for the question about paras. For Summer  
6 Rising, we go beyond the IEP and we use the summer  
7 accommodation form, and that's where we have teachers  
8 who know the student best say, what is the support  
9 that this student needs in order to be successful in  
10 the classroom, so even if a student does not have a  
11 one-to-one para on their IEP, they may have a one-to-  
12 one para support when it comes to a Summer Rising  
13 classroom. This year, we had 29,110 summer  
14 accommodation forms were completed. We had a new  
15 process that resulted in significantly more  
16 completion than we had in the past. When we look at  
17 those forms by the teachers who know the students  
18 best, we saw that 2,209 students were recommended for  
19 a one-to-one para, and we had 15 and 60 students who  
20 were recommended for a group para so size of two to  
21 three. When we look at what were we able to do in  
22 terms of providing support for those paras on a day-  
23 to-day basis, we had over 100 percent of the  
24 recommended paras were staffed. That does not mean  
25 that every student who had a one-to-one para had that

1  
2 para that day so I want to be very clear about that.  
3 That's due to a vacancy or an absence. But we did  
4 have 105 percent of the paras that were recommended  
5 were staffed on a daily basis through paras and  
6 subparas.

7 CO-CHAIRPERSON JOSEPH: So in the academic  
8 part, what about the enrichment in the afternoon? Is  
9 support provided for the students who need that?

10 SENIOR EXECUTIVE DIRECTOR CORSO: Yes.

11 ASSISTANT COMMISSIONER GUILLEN: Yes, so  
12 support continued throughout the rest of the program  
13 day, and in preparation for the afternoon, there was  
14 training and professional learning supports in-person  
15 and remotely in the weeks leading up to the start of  
16 the program, and CBOs did also have access to the  
17 summer accommodation plans as well so we wanted to be  
18 very intentional on what the necessary supports would  
19 be implemented.

20 CO-CHAIRPERSON JOSEPH: And we also know  
21 that our students with disabilities sometimes could  
22 not participate in the second portion because of  
23 transportation. Is that something you guys are  
24 looking into?

1  
2 DEPUTY COMMISSIONER VADEHRA: Sorry, I was  
3 working on getting the attendance number.

4 CO-CHAIRPERSON JOSEPH: Thank you.

5 DEPUTY COMMISSIONER VADEHRA: It's 89.4  
6 percent during the school year but, as we said, we do  
7 think that's a different circumstance and are doing a  
8 lot of work to try and bring that number up as well.

9 Transportation, 6 p.m. transportation, is  
10 that what you were asking about?

11 CO-CHAIRPERSON JOSEPH: Yes, especially  
12 with our students with disability who sometimes  
13 cannot participate in the second portion of Summer  
14 Rising because of transportation. I think it stops  
15 running at 3, and if the program ends at 6, and  
16 that's a burden on a family as well so is there  
17 anything in the works to say? I know we have  
18 rideshare, but the students can't ride by themselves,  
19 right, so it's a catch-22.

20 DEPUTY COMMISSIONER VADEHRA: So, as you  
21 know, we agree this is a real challenge and one that  
22 we have been working over the past few years to  
23 figure out what we can do to address within our  
24 current bus contracts, which I know you all also just  
25 spent a lot of time on, but I am going to touch on

1  
2 that because it is the core of the challenge. Under  
3 our current contracts, the bus ends at 3 p.m. We have  
4 looked at various ways to address that. As you know,  
5 what we really want to do is get new bus contracts  
6 that allows us to do many things, including 6 p.m.  
7 busing in summer, after school, all those kinds of  
8 things. Happy to talk more about why we are not able  
9 to do that right now. In the absence of that, which  
10 we have looked at a couple of times, we do provide  
11 rideshare for mandated students. That's students with  
12 disabilities, students in temporary housing, students  
13 in the foster system. We do work to make sure  
14 families realize that while that is not ideal, it is  
15 available right at the beginning of the application  
16 process so they understand what is possible for them  
17 and can plan around that, and that is where we are at  
18 this moment. We have looked and are continuing to  
19 look at whether there's versions of that that could  
20 include a chaperone or someone to avoid the need for  
21 a family member to go with the student. That's not  
22 something we're currently doing. We are looking at  
23 it. When we do have a parent use it, as you know, but  
24 just so others know, we do then also give the parent  
25 a ride back to wherever they need to go in addition

1  
2 to a ride with the school or the student. Still not  
3 ideal. What we really need is new contracts that  
4 allow us to do the 6 p.m. busing.

5 CO-CHAIRPERSON JOSEPH: But the  
6 transportation has been going on since 2021, so I  
7 believe by now we should have at least something in  
8 place.

9 DEPUTY COMMISSIONER VADEHRA: And what we  
10 have in place at this point is rideshare that we're  
11 continuing to promote, make more easily accessible,  
12 improve the processes for, but yes, we want to fix  
13 this too with real yellow buses.

14 CO-CHAIRPERSON JOSEPH: And NYC Bus, the  
15 non-for-profit part, can't pick up the kids at around  
16 6?

17 DEPUTY COMMISSIONER VADEHRA: That's not  
18 something we can do right now, no. So, NYC Bus, same  
19 as the others, has the contracts and they're not  
20 available to do that, but this is top of our list as  
21 we go into new contracts, which we are not getting at  
22 this moment in time, as you know.

23 CO-CHAIRPERSON JOSEPH: Council Member  
24 Narcisse.

1  
2 COUNCIL MEMBER NARCISSE: Thank you. And I  
3 know you've been doing amazing work, both of you,  
4 with your passion, but I have a couple of questions.  
5 I didn't know I was going to be called right away.

6 Let me start by the trip, like the field  
7 trips that you're having, and thank you, thank you  
8 for the work you've been doing because I will tell  
9 you that your program is very popular. So, my  
10 question for the field trip. I see 4,200 field trips.  
11 Where do we take the kids? Are we taking them outside  
12 of the city or are they all within the city?

13 ASSISTANT COMMISSIONER GUILLEN: So, there  
14 is a balance of trips that happen in the city and  
15 outside of the city, and it's very diverse so I'm  
16 just going to run off a couple of locations. One,  
17 because I'm a Yankee fan, we did implement trips to  
18 Yankee Stadium, to the MLB offices.

19 COUNCIL MEMBER NARCISSE: I'm sorry?

20 ASSISTANT COMMISSIONER GUILLEN: We did  
21 do...

22 COUNCIL MEMBER NARCISSE: Now you took  
23 time from my time.

24 ASSISTANT COMMISSIONER GUILLEN: And we  
25 did do amusement parks, so I do want to flag that, to

1 Adventureland, Queezy (phonetic), amusement park, the  
2 Ninja Park, bowling alleys, theaters, Chelsea Piers,  
3 escape rooms, the botanical gardens, Intrepid Museum,  
4 the Brooklyn Cyclones game, Pfizer as part of the  
5 Exploring Futures component, also college tours  
6 through the CUNY Explorers Program for our middle  
7 school youth as well as other well-noted museums  
8 across the city.  
9

10 COUNCIL MEMBER NARCISSE: I love that,  
11 because what I always said when you take children out  
12 of the space that they have, so limited for some of  
13 them, when you take them outside of that zone, you  
14 open their eyes for a better future. I love that  
15 filter. When I was a kid, I loved that.

16 I see languages. Multilingual learners.  
17 What are the languages? I don't know if my Colleagues  
18 already asked that question, and I'm sorry that I'm  
19 late, because the traffic was bad for me so the  
20 language. What are the languages are you offering?

21 DIRECTOR FALOYE: So, in terms of the  
22 languages, what we strive to do is understand the  
23 needs of the students and provide the appropriate  
24 services. In terms of data, that's something that we  
25 can get to you. I don't have that information right

1  
2 now but, again, what we do do is assess the needs of  
3 students. We provide that information in our  
4 databases for principals to understand the need and  
5 who to hire, and based on the need of the students,  
6 we provide the services.

7 COUNCIL MEMBER NARCISSE: In the  
8 application, do you have questions like showing the  
9 intent of the... I'm trying to get the best way to  
10 understand the enrollment process, because now I'm  
11 hearing that a lot of folks may... I mean, they did the  
12 application, they want the children to get there, and  
13 the percentage of attendance, according to my  
14 Colleagues right now, the question they asked, not  
15 attending. Do we have a question where there is kind  
16 of like, how could I say, like the follow-up, how  
17 you're going to do the commitment, those sort of  
18 things in the questioning to make sure that we're  
19 taking it to the people that need it the most,  
20 because you have a waiting list, and you have people  
21 out there that want to be in the program.

22 DIRECTOR FALOYE: Thank you so much. We do  
23 have a period where we are heavily reaching out to  
24 families to accept their offer and, in fact, the  
25 process of accepting the offer is a vital piece. We



1 worked in collaboration with DYCD to say, hey, DYCD,  
2 what aspects of the enrollment are there gaps. We  
3 learned that DYCD requires a supplemental form,  
4 information on the supplemental form, such as  
5 allergies, such as emergency contacts, so we put that  
6 in an enrollment system so when you get your offer,  
7 we heavily outreach that you must accept that offer  
8 to let us know you are coming. When you accept that  
9 offer, you must put in information needed by DYCD  
10 CBOs, such as emergency contacts and allergies so  
11 that process is there. But after a certain period, to  
12 also take into account for families who might not  
13 have access to Internet, for families of vulnerable  
14 students, after a certain period, we auto-accept. But  
15 initially, when you get your offer, in that offer  
16 letter, I'll invite Office of Student Enrollment to  
17 please follow up, in that offer, we're saying we need  
18 to know if you are coming or not, and you must accept  
19 that offer by a certain date but, again, to account  
20 for various family situations, after that certain  
21 date, we auto-accept for everybody. We don't say  
22 because you did not accept your offer, your offer is  
23 invalid.  
24

1  
2 COUNCIL MEMBER NARCISSE: Okay. How does  
3 DOE communicate programs expectation and a daily  
4 schedule to parents, and how families provide  
5 feedback on the programs?

6 DIRECTOR FALOYE: Great question. So, that  
7 is something that is done on the ground and that is  
8 autonomous. It's dependent on the principal so we  
9 leave that to the principal, but of course, we have  
10 what we call our operations guide, where we make it  
11 clear that you should be communicating to your  
12 families but, in terms of the actual process, we  
13 leave that up to the principals because we know they  
14 know their community. They've been engaging with  
15 their families during the school year so they know  
16 what is best and we are confident to provide them  
17 with the autonomy to do that, but we do welcome  
18 suggestions here today. If you feel there are areas  
19 of improvement in engaging with families, we do  
20 welcome your suggestions.

21 COUNCIL MEMBER NARCISSE: Chair, is that  
22 okay because I have two more questions to ask.

23 CO-CHAIRPERSON JOSEPH: One more.

24 COUNCIL MEMBER NARCISSE: One more. Okay.  
25 How many students, let me break because my time is

1 short. On the waiting list, because you have a big  
2 waiting list. I know that for a fact in my District.  
3 So, do you give those waiting list folks a priority  
4 at the second cycle?  
5

6 DIRECTOR FALOYE: Yes, we do.

7 COUNCIL MEMBER NARCISSE: Okay.

8 DIRECTOR FALOYE: Same priority as in the  
9 first main round, and if you'd like us to discuss the  
10 priority, the Deputy Chancellor can do so.

11 COUNCIL MEMBER NARCISSE: Are you going to  
12 add any more? Because my time is up, and I have to  
13 listen to the Chairs.

14 UNIDENTIFIED: (INAUDIBLE)

15 COUNCIL MEMBER NARCISSE: See, they're  
16 playing me because I'm excited. Because when it comes  
17 to students, to young kids, I want to have the best  
18 children in my District and in New York City so I  
19 love Summer Rising. I love the program, and I want to  
20 have more questions, but I know when my (INAUDIBLE)  
21 is given to me that I'm going to step back, this is  
22 not my hearing, but I will communicate more with you,  
23 because I think we can do a lot more with this  
24 program. Thank you so much for your service. Thank  
25 you, Chairs.

1  
2 CO-CHAIRPERSON STEVENS: Thank you,  
3 Council Member Narcisse.

4 So, I guess for me, I'm going to jump  
5 right in. How did the late restoration of funds for  
6 middle school program impact providers' ability to  
7 provide programming?

8 DEPUTY COMMISSIONER HASKELL: Thank you  
9 for that question. We were thrilled to have the  
10 middle school hours restored in the budget cycle,  
11 which included Fridays and late afternoons, as you  
12 know. Our providers were able to pivot very quickly  
13 and enhance those hours, modify staff schedules, hire  
14 additional staff as needed. We always have the goal  
15 of maximizing planning time. Planning time is equal  
16 to high-quality program, no question about it. In  
17 this case, we did have middle school programming set  
18 up. It was really just enhancing the hours. So, we  
19 are super grateful for our providers in terms of  
20 pivoting quickly to make sure middle school students  
21 had a full day.

22 CO-CHAIRPERSON STEVENS: Yeah, absolutely.  
23 Shout out to them, because pivoting that late in the  
24 game is not easy, especially when we know that there  
25 are so many barriers, even around hiring staff. We

1 know that's not an easy task, so definitely shout out  
2 to them but also we have to just do better, because  
3 that's just not okay, right? Has there been a formal  
4 evaluation done on Summer Rising? If no, why not? And  
5 is that something that we're looking to do in the  
6 future?  
7

8 DEPUTY COMMISSIONER VADEHRA: Thank you  
9 for the question. I'll jump in, and then you guys  
10 should add on top, obviously. There has not been a  
11 formal evaluation done, but we have looked at the  
12 program for continuous improvement for our own  
13 purposes across agencies in a couple of different  
14 ways. One of those ways is looking at academic impact  
15 of the program, which is something we started doing  
16 in 2023 and plan to do again for summer 2024, but  
17 have not done that yet. We looked at that academic  
18 piece in a couple of ways as well. One is we looked  
19 at our citywide screeners, so our assessments that we  
20 use across the system for everybody so that's common  
21 system-wide. Folks are required to pick from a couple  
22 of assessments. When we looked at those, we found a  
23 statistically significant impact in math,  
24 particularly for our English language learners. We  
25 found a statistically significant impact in ELA for a

1  
2 number of our priority student subgroups. On the  
3 academic side, we will continue to look at that. We  
4 obviously want to keep doing better in that front,  
5 but that's what we found for summer 2023. On the  
6 academic side, we also do the, as Danielle mentioned,  
7 and Chair Joseph, as you know, there are assessments  
8 built in with the curriculum that are aligned with  
9 the curriculum themselves that folks are using so we  
10 also look at those. Those also showed improvement  
11 across grades and subjects.

12 I will say the other thing we look at as  
13 evaluation of the program is not just that, right,  
14 it's also how are our families, our students, our  
15 staff, our providers feeling about the program  
16 itself. We were really glad to see the report out  
17 yesterday. It gave us additional data. We do also  
18 have our own survey data that we look at very, very  
19 closely. We had about 13,000 families complete that  
20 this year. We had, I think, in total about 6,000  
21 students complete it this year, I'll check the data  
22 in a minute, and the data there is really  
23 overwhelmingly positive. It's one of the reasons we  
24 think there's more to the attendance issue.

25

1  
2                   CO-CHAIRPERSON STEVENS: Is it still more  
3 yes or no questions, because I remember that was a  
4 big thing because I actually have not been able to  
5 look at the survey this year, but is it still more  
6 yes or no questions? Did you guys allow more room for  
7 antidotes and more expression, because I think  
8 sometimes, like, if you have leading questions,  
9 you're going to get the answer that you want. Because  
10 if you're asking the right questions, you're going to  
11 lead them down the road. Of course, your survey is  
12 going to say it's overwhelmingly positive, right?  
13 Where I'm looking at the survey that was done by UNH,  
14 that doesn't look as positive. It doesn't look  
15 negative, right, and I'm not saying that, but there  
16 are some discrepancies because I don't want us to  
17 think just because people are... some people don't have  
18 options, and so if you don't have an option, which  
19 you're not going to say it's trash, you're not going  
20 to say you're putting your child in a trash program.

21                   DEPUTY COMMISSIONER VADEHRA: I will say  
22 two quick things, then we can talk about the  
23 specifics of the survey. Did not mean to imply  
24 there's not plenty of room to improve. Just did want  
25 to say we have good feedback. (INAUDIBLE)

1

CO-CHAIRPERSON STEVENS: Oh, I know..

2

(INAUDIBLE) you guys have actually been listening to

3

the feedback. Like, when we bring it back to you, you

4

guys are coming back with answers. That's not what

5

I'm implying at all.

6

DEPUTY COMMISSIONER VADEHRA: So, we do

7

see improvements year over year, I would say. We have

8

a survey person back there. We do work pretty hard to

9

make sure we use legitimate surveys, statistical

10

analyses, and all those sorts of things across this,

11

but point taken. There are different versions and,

12

yes, as a family, if you send your kids somewhere,

13

you want to feel good about where you're sending

14

them. We do ask specific questions about this part of

15

the experience, about transportation, about academic

16

portioning. We ask both students and families and

17

staff and providers those questions so it's not just

18

how do you feel, right? We do try and get more

19

targeted information.

20

CO-CHAIRPERSON STEVENS: Even with the

21

providers. You all know I always go back and forth

22

with the providers. Ask some providers. You're the

23

funder and ask some provider how you feel about the

24

program. They can't be that honest so I keep telling

25



1  
2 y'all that we've got to find a different one because  
3 that don't work for me.

4 CO-CHAIRPERSON JOSEPH: Is it anonymous at  
5 least?

6 CO-CHAIRPERSON STEVENS: They're still  
7 their funder.

8 CO-CHAIRPERSON JOSEPH: Exactly.

9 DEPUTY COMMISSIONER VADEHRA: Susan, did  
10 you hear that?

11 CO-CHAIRPERSON STEVENS: She's heard this  
12 before?

13 DEPUTY COMMISSIONER VADEHRA: But I was  
14 just going to say we do use that a lot for continuous  
15 improvement because it is more targeted versus  
16 questions like, this is where we want to make  
17 improvements, this is where we want more field trips,  
18 all that kind of stuff.

19 CO-CHAIRPERSON STEVENS: Is this  
20 information public, and especially the academic piece  
21 around the evaluations and surveys and things like  
22 that? If no, why not?

23 DEPUTY COMMISSIONER VADEHRA: It's really  
24 something we've been using internally for continuous  
25 improvement. As we look towards our next evaluation

1  
2 cycle, it's definitely on our minds that we come here  
3 and end up sharing this with you and so we will think  
4 about what makes sense to package and share.

5           DIRECTOR FALOYE: Thank you, and I'd like  
6 to add that as the Program Director, for me, it's  
7 very important that we understand where the gaps are  
8 so with this survey, this is my time to understand  
9 how can we improve. I'm very happy about this hearing  
10 today because I'm ready. I'm ready to capture and  
11 implement many of the items and suggestions that you  
12 have said but, for example, in this survey, we even  
13 asked about yoga and mindfulness. We had a yoga and  
14 mindfulness curriculum, and we asked students, how  
15 did you feel, did you even feel that the... we actually  
16 had live stream webinars that we talked about  
17 mindfulness. We actually showed yoga poses, and I  
18 wanted to know, these live streams, were they  
19 effective, and they were on the survey and we asked  
20 that to both staff and to students, and we got our  
21 feedback so, for me, it's really about the work and  
22 about how do we improve so we have open-ended  
23 questions. So, to your question, is it only yes or  
24 no, no. We have more intentional and, again, open-

1 ended questions. So, I know in collaboration with  
2 DYCD and my peers here, how to improve.

3  
4 CO-CHAIRPERSON STEVENS: Oh, I'm sorry, go  
5 ahead.

6 DEPUTY COMMISSIONER HASKELL: Well, Chair  
7 Stevens, we also do a tremendous amount of  
8 evaluation, informal evaluation, formal evaluation.  
9 We have contracted with Policy Studies Associates,  
10 and we work really closely in the evaluations, our  
11 evaluation team, talking to New York City Public  
12 Schools evaluation teams. Let's not ask the same  
13 questions. Let's make sure we're enhancing and  
14 eliminating redundancy so we work in really close  
15 partnership on those efforts.

16 CO-CHAIRPERSON STEVENS: Is your  
17 information made public?

18 DEPUTY COMMISSIONER HASKELL: I feel the  
19 same, that it's been used for internal purposes  
20 largely. I feel we may have shared some of those with  
21 you over the course of the years, but we can look  
22 back and see what we can do. We're certainly not  
23 keeping any of the feedback secret. We've talked  
24 about it openly here and, you know, I think, that at  
25 DYCD we have program managers who go out on site

1 visits, visit every single program. They have  
2 components around administration, program service,  
3 quality of activities, so we have individual  
4 evaluation monitoring tools that we activate as well  
5 each summer.  
6

7 CO-CHAIRPERSON STEVENS: What supports are  
8 given to providers who are serving students with  
9 disabilities? This is a question for DYCD. What  
10 supports are given to providers who are serving  
11 students with disabilities? And while you get that  
12 information, I just want to also point out, I think  
13 one of the things that we were hearing, like, because  
14 of Summer Rising, this has opened up an opportunity  
15 for students with disabilities to have access to camp  
16 where that wasn't something that was happening at  
17 this number before, which I think is a positive  
18 thing, but I also want us to make sure as this is, I  
19 guess, still very new, this is a place where I want  
20 us to kind of dig in a little bit more around, like,  
21 what does that really look like and like does it make  
22 sense that even in the afternoon portion, should they  
23 have different things and how are we supporting staff  
24 on working with the population and what does that  
25 look like to make sure that it's even more fulfilling

1  
2 for everybody? So, I know you were looking through  
3 some stuff.

4 ASSISTANT COMMISSIONER GUILLEN: Yes,  
5 thank you for giving me that time, but to do a deep  
6 dive, we did provide professional learning  
7 opportunities for our CBOs and, as I mentioned  
8 before, this happened in person and remotely as well  
9 because that was feedback from last year when we  
10 implemented this that they wanted more in-person  
11 opportunities so we wanted to make sure that that was  
12 available to them, and some of the courses included  
13 creating routines and classroom rules, sensory  
14 supports and regulation strategies, preventing and  
15 addressing challenging behaviors, and all of that  
16 really was all the work that we did with the Office  
17 of Special Education. We had biweekly check-ins and  
18 escalation protocols as the program progressed to  
19 make sure that what was taught and what was supported  
20 during the program, we were able to address that and  
21 have folks on the ground, and I'm going to hand it  
22 off to Andie to walk through those pieces and those  
23 supports.

24 CO-CHAIRPERSON STEVENS: I don't think  
25 your mic is on.

1  
2 SENIOR EXECUTIVE DIRECTOR CORSO: I think  
3 this was a lesson learned from prior years. We needed  
4 to start earlier, we needed to talk more frequently,  
5 and we needed a very clear escalation protocol, and  
6 all of those things were able to happen this year to  
7 great effect. When those escalations did occur, site  
8 staff received support from the Administrator of  
9 Special Education, which is a district staff member,  
10 Directors of Special Education who work for the  
11 district, and directly from the Special Education  
12 Office, and those supports are technical assistance,  
13 how do you do this thing, coaching, let me do it  
14 side-by-side with you, or on-site support, let me be  
15 right there in the room with you to support that  
16 particular child. We also had regular office hours,  
17 and those were places where CBO staff, where paras,  
18 where teachers could call in each week, I don't know  
19 how to support this student, what should I do, and  
20 had people who were specially trained to support  
21 students with our more intense support needs to be  
22 able to provide that support.

23 CO-CHAIRPERSON STEVENS: Thank you. So how  
24 are we supporting non-Summer Rising summer sites,  
25 because as you guys know, community centers are near

1  
2 and dear to my heart, and I feel like a lot of times  
3 they are not getting the love and attention that they  
4 need, and they're working super hard over there,  
5 their contracts have not been increased, they're  
6 doing all this work, they are the janitor, they are  
7 the cook, they are doing all the things so what does  
8 support look like for them, how are we supporting  
9 them, what is going on, and I would love to hear  
10 what's happening. I mean, granted, I know they're  
11 doing their jobs, but how are you supporting them?

12 ASSISTANT COMMISSIONER GUILLEN: So, I am  
13 glad you did bring that up.

14 CO-CHAIRPERSON STEVENS: Of course I  
15 brought it up. It's my first love.

16 ASSISTANT COMMISSIONER GUILLEN: Yeah,  
17 that's right. One of the main things we wanted to do  
18 was bolster up the curriculum. We had been  
19 implementing Exploring Futures, which is the college  
20 and career awareness component in Summer Rising, and  
21 we expanded that to not just for programs operating  
22 in New York City public schools but to Cornerstones  
23 as well. We wanted to make sure that the same  
24 opportunities, the same trainings, there was no real  
25 net difference between what was being offered and

1 what would be implemented between both spaces. So  
2 that was the key feature, and leading into the same  
3 supports and offering into the school year as well  
4 for middle school youth, again, regardless of  
5 Compass, Beacon, or Cornerstone. As well as in the  
6 summer, we provide facility support, so if there are  
7 any issues with the space as well, coordinating with  
8 NYCHA.

10 CO-CHAIRPERSON STEVENS: Not if, when.  
11 When there are facility issues.

12 ASSISTANT COMMISSIONER GUILLEN: When,  
13 yes. And deploying our folks out there to make those  
14 repairs quickly and address those escalations as  
15 well, so that was a big component that we lifted up  
16 this summer as well. The same CBO convenings that we  
17 held throughout the planning stages, that was  
18 available to them as well, and even separately as  
19 well. Our Cornerstone team implemented their monthly  
20 check-ins and planning for their summer services.

21 CO-CHAIRPERSON STEVENS: We still need to  
22 get them new contracts, but I'll leave that for  
23 another day to fight about.

24 Following reportable attendance,  
25 principals and program operators have called for a



1  
2 return of pre-COVID model of separate summer camp and  
3 academic programs. Has NYC evaluated the different  
4 impacts between pre-COVID and current summer camp  
5 models, and there are steps to be taken to address  
6 the decline in attendance? I just want to say I know  
7 we spent a lot of time on attendance before, but I do  
8 want to reiterate, like, I understand why we do need  
9 to have a level of looseness in the summer model, but  
10 68 is still very low, and just thinking about this  
11 budgetarily when we're thinking about the amount of  
12 money we're putting into these programs, we want to  
13 have some type of impact, and so I'm not saying that  
14 it should be mandatory and those things, but we do  
15 have to think about what is the most effective, what  
16 the little resources... well, I don't think we have  
17 little resources. I'm going to take that back. What  
18 the resources that are being appropriated for these  
19 things, and so this has been a big call, and, I mean,  
20 I'm one of the people that has been calling for it to  
21 think about how do we return back to looking more  
22 about the pre-COVID model and having a lot more  
23 flexibility and it probably would save us money.

24 DEPUTY COMMISSIONER HASKELL: Thank you  
25 for that question. I'll start. I think we spoke about

1  
2 much of that today in terms of the benefits of the  
3 model where we are now. I do think, again, the model  
4 has changed significantly since 2021, and I also  
5 think, as I mentioned, in terms of the strengths of  
6 our partnerships, and I appreciate, Angela, brought  
7 up the mindfulness and yoga activities because that  
8 is highlighting that in that 8 to 12 period it's not  
9 just the curriculum, it's other kinds of activities  
10 going on, including enrichment activities with the  
11 elementary school CBO staff in the mornings. We have  
12 strengthened the accessibility of summer programmings  
13 for students with disabilities, to your point, and  
14 we're super proud of that. We've been able to expand.  
15 Pre-COVID, we did not have a summer middle school  
16 model that went full day, Monday to Friday. A typical  
17 middle school model was about 108 total hours during  
18 the summer so we've significantly strengthened the  
19 experience of middle school students, the robust  
20 scale and scope of the program that they get. Nurses  
21 were mentioned. Transportation was mentioned. These  
22 are all benefits that come top of mind in terms of  
23 the strengths of our model, which we will continue to  
24 strengthen.

1  
2 ASSISTANT COMMISSIONER GUILLEN: I think I  
3 would just like to add the fact that having this  
4 robust model is something we didn't have prior. Even  
5 on the operational side of things, having the support  
6 from New York City Public Schools in thinking about  
7 our prioritization of the most high-need young  
8 people, that's something that was a significant  
9 challenge for CBOs to manage locally, especially when  
10 there's information that won't be privy to them in  
11 the application process. Being able to address those  
12 needs immediately is something I think is something  
13 worth keeping. As we grow this model, looking for  
14 more continuous quality improvement.

15 CO-CHAIRPERSON JOSEPH: I'm still troubled  
16 by the 30 students in the classroom for Summer Rising  
17 because when I taught summer school, we had about 10,  
18 12 kids. If I had 30 now, my bags would have been  
19 packed and gone. Because it's a regular school year,  
20 right? The point of summer school is to have that  
21 small group instruction. When do we have a chance to  
22 assess them? When do we know if they have enough  
23 support? If we have 30 kids in a classroom, one  
24 teacher, no matter how amazing educators are, someone  
25 is going to fall through the crack, and the purpose

1  
2 of them being there mandated is because they fell  
3 through the crack in the 10-month, and they have six  
4 weeks to make it up so I'm still a little concerned  
5 and bothered about the class size for me so maybe  
6 that's something we need to figure out. How many of  
7 those school buildings were accessible to our  
8 students with disabilities?

9           DIRECTOR FALOYE: Choosing accessible  
10 sites for Summer Rising is a top priority. There are  
11 many factors that go into choosing Summer Rising  
12 sites. A major factor is choosing from sites the  
13 School Construction Authority does not close entirely  
14 for renovation so I want to give you that context  
15 that we do have a smaller pool to choose from, again,  
16 because of renovation but, again, accessibility is a  
17 top priority.

18           In terms of numbers and percentages,  
19 fully accessible sites, we had 38 percent. Just so  
20 you know, we had 360 Summer Rising sites. Of those  
21 360 Summer Rising sites, 38 percent were fully  
22 accessible, but another 30 percent were partially  
23 accessible. In terms of fully and partially  
24 accessible, 68 percent of the Summer Rising sites  
25 were fully or partially accessible.

1  
2 CO-CHAIRPERSON JOSEPH: Which ones were  
3 not accessible at all for students, parents, and  
4 staffs with physical disabilities?

5 DIRECTOR FALOYE: We did have, in terms of  
6 not accessible, 4 percent, but we had another 100  
7 buildings where we were still assessing the  
8 accessibility but, where we knew for sure were not  
9 accessible, 4 percent.

10 CO-CHAIRPERSON STEVENS: How many CBO  
11 contracts do DYCD administer for Summer Rising, and  
12 how many Summer Rising contracts does DOE administer?

13 ASSISTANT COMMISSIONER GUILLEN: For DYCD,  
14 we had 293 contracts.

15 CO-CHAIRPERSON STEVENS: 293 contracts.  
16 And I guess we could just stay there, and then you  
17 guys will come over here. What's the average  
18 association of cost of those contracts, and what is  
19 the smallest contract amount?

20 ASSISTANT COMMISSIONER GUILLEN: I'm  
21 sorry, can you repeat the question?

22 CO-CHAIRPERSON STEVENS: What's the  
23 smallest contract amount?

24  
25

1  
2 ASSISTANT COMMISSIONER GUILLEN: In terms  
3 of program size, we had programs as small as 25 seats  
4 and as large as 800.

5 CO-CHAIRPERSON STEVENS: And what's the  
6 average cost of those contracts? What's the price  
7 participant, because that's what the real question  
8 is.

9 ASSISTANT COMMISSIONER GUILLEN: For the  
10 elementary seat, it is 1,414.

11 CO-CHAIRPERSON STEVENS: 1,414.

12 ASSISTANT COMMISSIONER GUILLEN: And for  
13 middle school, it is 1,320.

14 CO-CHAIRPERSON STEVENS: 1,320.

15 ASSISTANT COMMISSIONER GUILLEN: And we  
16 can get back to you on the average.

17 CO-CHAIRPERSON STEVENS: Thank you. DOE?

18 DEPUTY COMMISSIONER VADEHRA: In terms of  
19 CBO contracts, we don't. We have things like bus  
20 contracts and all that kind of stuff.

21 CO-CHAIRPERSON STEVENS: Yeah, that's the  
22 next question. The NYCPS portion of Summer Rising was  
23 originally funded through temporary federal stimulus  
24 funding that has now expired. Last January, the Mayor  
25 announced that the City would pick up the 80 million

1  
2 dollars that had previously been funded through  
3 federal funding, but this funding has not been  
4 baselined, and the Mayor did not commit to this  
5 funding beyond 2024. What is the status of this  
6 conversation for funding for Summer Rising in 2025?

7 DEPUTY COMMISSIONER VADEHRA: Thank you  
8 for the question. So, yes, this is one of a series of  
9 our stimulus cliff programs that were funded for one  
10 year and not in all of the outyears. The  
11 conversations are ongoing. We certainly very much  
12 hope to have that funding to fill that cliff and make  
13 sure we can continue to provide this next summer.

14 CO-CHAIRPERSON STEVENS: When do you think  
15 we would know because, you know, time is a-ticking  
16 because, you know, before you know it, it will be  
17 January, and so we can't wait until March to say we  
18 have funding.

19 DEPUTY COMMISSIONER VADEHRA: I don't know  
20 when we will know, but it's certainly already a topic  
21 of our ongoing conversations. Last year, this is  
22 something that happened in the January Plan, which  
23 was adequate time for us to collectively plan for the  
24 summer or to get things up and running. We're already  
25

1  
2 planning, but adequate time for us to really get  
3 started.

4 CO-CHAIRPERSON STEVENS: You guys are  
5 already in the midst of planning for 2025, although  
6 there's no funding. Got it.

7 I'm going to ask some questions about the  
8 legislation, and I guess for me, I guess the first  
9 question would be around Intro. 700, and I guess my  
10 question is more around, like, one, I know that DYCD  
11 is already doing work around college preparedness and  
12 access and all that stuff, like that's just the work  
13 that we do, and so is the reservation around this  
14 legislation because of lack of funding because we're  
15 already doing this work, so why wouldn't we just kind  
16 of, like, solidify it?

17 DEPUTY COMMISSIONER HASKELL: Well, I  
18 think it's a good question. We absolutely support the  
19 notion, focused, I think, on 11th and 12th graders in  
20 the legislation, of expanding information access  
21 experiences for young people to support college  
22 access. I don't think DYCD has the kind of robust  
23 connection with 11th and 12th graders that can be  
24 really relied upon, as I'm reading the legislation,  
25



1 to actually walk students through the college  
2 application process.  
3

4 CO-CHAIRPERSON STEVENS: You know we do  
5 this work regularly, especially in our Cornerstones  
6 and those programs where students who often don't  
7 have a connection with schools go in and do this work  
8 so that's why I'm asking, is it because of funding  
9 that this might be reservation around the legislation  
10 because I can do that and say, okay, let me go out  
11 here and figure out the money but, like, I feel like  
12 we're already doing the work, and so is it the  
13 funding that's the issue because the work is  
14 happening.

15 DEPUTY COMMISSIONER HASKELL: Agreed, and  
16 we don't want to walk away from that work. We want to  
17 continue to support the work that New York City  
18 Public Schools is doing around 11th and 12th graders  
19 in college access. I don't think our reach is robust  
20 enough to be relying on DYCD-funded programs across  
21 11th and 12th graders to have that kind of impact I  
22 think you're asking for across the board. I think  
23 that happens with New York City Public Schools. But  
24 where we have connections through Cornerstones or  
25 Beacon, other programs with 11th and 12th graders, we

1 appreciate, like, the sentiment, the value here about  
2 the important role that after-school programs can  
3 play in supporting college access.  
4

5 CO-CHAIRPERSON STEVENS: Yeah, I just want  
6 us to, like, kind of, like, just look at it a little  
7 bit further, because, like, one, I think to say that  
8 we're going to leave it to DOE, that doesn't make  
9 sense to me, right? We just sat here for three hours  
10 talking about how the collaboration, this is another  
11 place where we should be collaborating on, because,  
12 again, we should be touching students at all the  
13 different points, and so that's why I even led with,  
14 is it a lack of funding, and then I can go out here  
15 and, like, try to find the money, opposed to it  
16 being, like, oh, we don't have the reach because I  
17 know for a fact, you know for a fact, this work is  
18 being done on a regular basis, and we know a lot of  
19 times these programs are catch areas for students  
20 because they're not getting the support in DOE,  
21 right? We know that a lot of times they end up in our  
22 community centers asking for college support and our  
23 Cornerstones and Beacons because they're not getting  
24 that support, and it's not there so I think we should  
25 definitely continue to talk and have some more

1 feedback around that and even get your feedback or  
2 reservations around why this will look like, what it  
3 would look like if it did go through.  
4

5 I guess my next question was around  
6 Intro. 794 because I know you talked about in your  
7 testimony that the Youth Board, one, I'll start with  
8 even, like, the Youth Board currently has three Mayor  
9 appointees who are under the age of 25. We know that  
10 that's not the norm, and it should be because people  
11 who are closest to the problem should be the one  
12 making the solutions, and we often have, which is my  
13 pet peeve, conversations about young people and what  
14 we believe is best, and they're not part of the  
15 conversation and so, yeah, we have people under the  
16 age of 25, but that's not the norm and so, for me, we  
17 do need to get to a place where young people are also  
18 part of the decision-making process and advising us  
19 when we need to see and so that's one of the main  
20 reasons why it's, like, this is important to me, and  
21 so I was just a little bit thrown back on, like, why  
22 wouldn't that be something that a youth agency would  
23 support?

24 DEPUTY COMMISSIONER HASKELL: Youth voice,  
25 connection with youth groups to provide feedback to

1  
2 our program, 100 percent. DYCD engages, for example,  
3 in the Runaway and Homeless Youth Services Program  
4 area with the Youth Action Board. We're very  
5 connected with young people with lived experience to  
6 hear their feedback. DYCD also operates Youth  
7 Councils and Youth Boards. We facilitated youth town  
8 halls to get feedback where young people express  
9 their concerns about resources for mental health and  
10 public safety. We want to do as much youth engagement  
11 as possible. I think our feedback to this bill is  
12 around the value of having young people along with  
13 adults who can potentially support programming by  
14 providing access to businesses and the opportunity to  
15 enhance programming so we want to have youth voice.  
16 We want to strengthen youth voice. We're exceeding  
17 the requirements in terms of youth voice on the Youth  
18 Board. That's something that's very important to  
19 Commissioner Howard, and we have many other ways we  
20 want to engage with young people to help provide  
21 feedback and inform program offerings.

22 CO-CHAIRPERSON STEVENS: And even the  
23 statement around the Youth Board and the panel where  
24 it's like, oh, we don't want, like, I get that you  
25 want to make sure that you have a variety of

1  
2 experiences, but, like, there are people who work in  
3 the private sector that has experience with young  
4 people. Would you hire someone in DYCD if they had no  
5 experience before? I mean, why would we not have some  
6 type of requirement or criteria when we're thinking  
7 about putting together boards around, like, how does  
8 this connect to the work, and so I think that even  
9 when we're saying things like, oh, the private  
10 sector, there's lots of people working in the private  
11 sector who's worked with young people before. There's  
12 a lot of areas or have some relevant experience, and  
13 so that's where we're trying to get at. Like, I  
14 understand we want to have diversity, but we also  
15 want to make sure that there is some relevant  
16 experience so we can have real robust advisement and  
17 not just saying, like, oh, that's the Mayor boy, so  
18 he put him on the Board or, oh, the Council's going  
19 to appoint this person because we can't find nobody,  
20 and so being on the side, it is important that we are  
21 putting some criteria and guardrails around who is on  
22 these boards.

23 I guess I don't have any more questions  
24 right now.

25

1  
2 CO-CHAIRPERSON JOSEPH: I do. First, let  
3 me recognize Council Member Schulman. Thank you for  
4 being here.

5 I wanted to find out, what does the  
6 programming look like for English language learners?

7 SENIOR EXECUTIVE DIRECTOR CORSO: And this  
8 is for Summer Rising. We have concrete both programs  
9 and support for English language learners that  
10 include enriching opportunities, going on field trips  
11 to the UN, experiencing cultural experiences as well  
12 as working on developing English skills, and these  
13 programs are concentrated right now at a variety of  
14 schools. I'd like to provide you a specific summary  
15 of each of the supports that we provide, and I'd love  
16 to send that as a follow-up after this session.

17 CO-CHAIRPERSON JOSEPH: Okay, how many  
18 English language learners did you serve this year,  
19 and how do you make accommodations for our students  
20 who are facing the 60-day shelter rule?

21 DIRECTOR FALOYE: In terms of how many  
22 English language learners we served this year in  
23 Summer Rising, 23,794. They make up 20 percent of the  
24 enrollment, 20.7 percent of the enrollment for Summer  
25 Rising. I do want to add to what Andie has said. In

1  
2 terms of offerings, we run a plethora of programs for  
3 multilingual learners. We even have additional, not  
4 even with Summer Rising, additional specific summer  
5 programming in conjunction with a separate program  
6 whereby they go deeply in terms of instruction with  
7 multilingual learners. That's what they're doing the  
8 entire day.

9 CO-CHAIRPERSON JOSEPH: Is that with  
10 bilingual educators, ESL teachers?

11 DIRECTOR FALOYE: Correct, correct, and  
12 even with a specific multilingual learner community-  
13 based organization as well.

14 CO-CHAIRPERSON JOSEPH: How many students  
15 do you have in elementary and middle school that are  
16 English language learners?

17 DIRECTOR FALOYE: I don't have that  
18 breakdown. I can get back to you on that.

19 CO-CHAIRPERSON JOSEPH: You'll get back to  
20 me on that? You know, I'll write a letter.

21 So, just wanted a quick, for our students  
22 in District 75 classes, what is New York City Public  
23 School doing to ensure that students in District 75  
24 are participating in class during the day and can  
25

1 stay in the same school building and participate in  
2 the afternoon session?

3  
4 SENIOR EXECUTIVE DIRECTOR CORSO: Great  
5 question. The initial budgeting process for 2025  
6 Summer Rising does include the cost for District 75  
7 students additional to stay in the same building for  
8 the afternoon portion, and we're hoping to be able to  
9 provide that programming so they can stay in the same  
10 building from the morning time they're academic to  
11 the afternoon.

12 CO-CHAIRPERSON JOSEPH: In the afternoon  
13 time, that includes what, until 3 o'clock or till 6  
14 o'clock?

15 SENIOR EXECUTIVE DIRECTOR CORSO: All the  
16 way till 6 o'clock. They're eligible to attend...

17 CO-CHAIRPERSON JOSEPH: All the way to 6  
18 p.m.?

19 SENIOR EXECUTIVE DIRECTOR CORSO: All the  
20 way to 6.

21 CO-CHAIRPERSON JOSEPH: Is New York City  
22 Public Schools looking to cite more Summer Rising  
23 program in the same school building as the District  
24 75 students?

25 SENIOR EXECUTIVE DIRECTOR CORSO: Yes.



1  
2 CO-CHAIRPERSON JOSEPH: And what's the  
3 goal for next year? How many classes are you looking  
4 to open?

5 DIRECTOR FALOYE: Right now, we have  
6 requested funding to have..

7 CO-CHAIRPERSON JOSEPH: Speak a little  
8 louder. I'm getting folks can't hear you.

9 DIRECTOR FALOYE: Sure. So right now,  
10 we've requested funding to have 10 hub sites, two in  
11 each borough, and we looked at the data in terms of  
12 how many students applied to Summer Rising so that is  
13 why we have that number in terms of 10 hub sites  
14 looking at previous data, and the hub sites will  
15 provide full day programming so, after the academic  
16 programming, which is specific to D75, then they will  
17 now have the enrichment with the appropriate content  
18 experts serving D75. Again, we utilized historical  
19 data for that.

20 CO-CHAIRPERSON JOSEPH: Okay. Has the City  
21 explored partnering with CBOs that have experience  
22 working with students with disabilities, or what type  
23 of vendors are you looking to hire for students in  
24 District 75?

1  
2 SENIOR EXECUTIVE DIRECTOR CORSO: Thank  
3 you. New York City Public Schools consistently  
4 partners with DYCD to build the capacity of all CBOs  
5 to support students with IEPs. We have seen CBO  
6 capacity to support students with IEPs increase from  
7 year to year, which has been phenomenal, and New York  
8 City Public Schools is committed to supporting the  
9 development of CBO enrichment programs that are  
10 inclusive as possible, including for our students  
11 with the most intense support needs.

12 CO-CHAIRPERSON JOSEPH: And does that  
13 include staff, teachers that have inclusion  
14 specialists to help support these students in D75 so  
15 they can fully participate in the afternoon Summer  
16 Rising program?

17 SENIOR EXECUTIVE DIRECTOR CORSO: Yes.  
18 This summer, DOE staff and specialists provided the  
19 support at multiple sites and were able to resolve  
20 each escalation where the CBO raised their hand and  
21 said, this is not going okay, I need additional  
22 specialist assistance. We are also looking to say,  
23 can we do a borough-based specialist who really has  
24 that expertise in terms of inclusion and  
25 accessibility, particularly for challenging

1  
2 behaviors, so that that person is able to be even  
3 more responsive as a resource and proactive to both  
4 build capacity but also respond to questions and  
5 challenges.

6 CO-CHAIRPERSON JOSEPH: And that  
7 specialist will be in the Summer Rising and the  
8 afternoon program supporting the CBOs who may not  
9 have staff that are familiar with that type of  
10 setting?

11 SENIOR EXECUTIVE DIRECTOR CORSO: Exactly.

12 CO-CHAIRPERSON JOSEPH: Okay. See, Council  
13 Member Stevens will be very happy to hear that.

14 For Summer Rising 2025, will  
15 transportation be provided for students who qualify  
16 for busing who don't want to participate in the  
17 afternoon CBO-led programming?

18 DEPUTY COMMISSIONER VADEHRA: I think I  
19 understood the question. At this point, we're  
20 continuing to look at options, but what we can offer  
21 right now is busing at 3 p.m., and then for mandated  
22 students, students with disabilities, students in  
23 temporary housing, students in the foster system,  
24 rideshare availability after that.

1  
2 CO-CHAIRPERSON JOSEPH: So for the summer  
3 of 2024, how many of our students were eligible for  
4 bus service, and how many of those students were also  
5 part of the prepaid rideshare for afternoon  
6 transportation?

7 DEPUTY COMMISSIONER VADEHRA: For this  
8 past summer, we bused about 57,000 students. Just as  
9 a note, that's up about 17,000 students over the past  
10 two years. We are seeing more and more students ride  
11 our buses so that's the busing number. The rideshare  
12 number, about 1,500 students utilized rideshare.

13 CO-CHAIRPERSON JOSEPH: I have a question  
14 from a middle school student who said if they're not  
15 mandated for the morning portion of Summer Rising,  
16 can they just come in the afternoon? All middle  
17 school kids want to know. This is a hot-burning  
18 question.

19 DEPUTY COMMISSIONER HASKELL: Yes, this is  
20 a hot-burning question. When you sign up for Summer  
21 Rising, you sign up for the full day of Summer  
22 Rising. However, in every year of the past few years,  
23 we have communicated to families and to CBOs that if  
24 you want to have a modified schedule, you'll have to  
25 have a letter signed from your parent because there's

1 a safety issue here. If you're a middle school  
2 student and you're not showing up until 12, we want  
3 to make sure that your parent knows about that. So,  
4 we do allow for that kind of exception. We don't  
5 encourage it. We want you to be signing up for the  
6 full day. We want you with us for the full day, but  
7 we will allow it. CBOs know that. Families know that.  
8 Frankly, I don't have data on this in front of me,  
9 but I don't think we've had a lot of uptick on that  
10 opportunity.  
11

12 CO-CHAIRPERSON JOSEPH: Yeah, so now the  
13 kids, if they're watching, they'll hear that. Now  
14 there's going to be an uptick.

15 Some CBOs had reported issues with My  
16 School, DYCD Connect during the enrollment process  
17 for Summer Rising 2024. How does New York City Public  
18 Schools coordinate with DYCD to ensure seamless  
19 enrollment for students?

20 ASSISTANT COMMISSIONER GUILLEN: Leading  
21 up to each phase of the application process, from the  
22 application release to when the offers were being  
23 made to the wait list process, with our ongoing  
24 series of convenings, we had New York City Public  
25 Schools present and go through each phase of the

1 portal. On the back end, we've been working really  
2 hard with New York City Public Schools in making sure  
3 that the data between both agencies, right, and make  
4 that process as seamless as possible but, as you can  
5 imagine, pounds and pounds of data going across two  
6 different City agencies, and we were able to do that  
7 seamlessly as well, so that's a big infrastructure  
8 win in terms of the work that gets done, but that  
9 doesn't go without the number of potential  
10 challenges, right, because it is a different system  
11 than what folks are typically using throughout the  
12 school year. They are used to DYCD Connect, and now  
13 that shift to My Schools could present a number of  
14 challenges, including access to the portal itself so  
15 whenever those issues did come up, we were able to  
16 escalate and provide support throughout the process,  
17 but we hope that as we continue to utilize the same  
18 system, because that's the other piece, right, we  
19 went from a different system prior, and this one  
20 being new and enhanced, that the ongoing outyears  
21 will be much more improved.

23 CO-CHAIRPERSON JOSEPH: When My Schools  
24 face technical problems, and DYCD Connect impacts the  
25 enrollment process for families, because My School,

1 for the middle school process recently, had a glitch  
2 so hopefully we'll perfect it. Every year, even when  
3 I was an educator, the system always broke down. Is  
4 there any way that's going to be fixed, upgraded,  
5 Emma?  
6

7 DEPUTY COMMISSIONER VADEHRA: That felt  
8 personal. So, just so we're clear, there were some  
9 issues recently. There weren't issues with Summer  
10 Rising last year in terms of technical issues, and  
11 that was actually despite the fact that Summer Rising  
12 enrollment is larger than any of our grade band  
13 enrollments. It was actually something the team  
14 worked very hard, the technology team, the enrollment  
15 team, to make sure we were ready for that, because it  
16 was bigger than anything we've done before in terms  
17 of number of students, and it did go smoothly. In  
18 terms of other issues, we are happy to talk more  
19 about them. We are continuously working to improve,  
20 ensure we can meet the more flexible needs of the  
21 types of offers we want to be able to make to  
22 students and upgrade between us and Lianna and  
23 Trivanda (phonetic) and team, and we will continue to  
24 do that. The truth is, the adaptability of my schools  
25 is really quite useful for us at New York City Public

1 Schools. They can change an enrollment policy. We can  
2 go make it happen, which would be different in a  
3 different sort of vendor system, but we do believe in  
4 the long-term we need to upgrade and do plan to do  
5 that.

6  
7 CO-CHAIRPERSON JOSEPH: So, (INAUDIBLE)  
8 you're working in real time to troubleshoot My School  
9 if it decides to break down?

10 DEPUTY COMMISSIONER VADEHRA: Around the  
11 clock, 24 hours a day over the past few weeks, yes,  
12 and then we had a nice celebratory breakfast between  
13 our teams.

14 CO-CHAIRPERSON JOSEPH: Well, thank you.  
15 Has New York City Public Schools received feedback  
16 from families on whether they prefer a centralized My  
17 School enrollment process or the previous program's  
18 specific enrollment process? What are the parents  
19 saying?

20 DIRECTOR FALOYE: So, as mentioned, we  
21 explained that we had a survey to over 13,000  
22 families. I mean, they filled out the survey. So,  
23 they're happy, and I'm actually going to read just a  
24 few excerpts on how they feel about My Schools.  
25 Almost all, 97 percent of parents, knew how to enroll



1  
2 their child in Summer Rising and 96 percent agreed  
3 that the instructions for signing up for Summer  
4 Rising in My Schools were clear and helpful. The vast  
5 majority of responding parents were satisfied with  
6 the program's application and enrollment process and  
7 site location. In addition, 92 percent of parents  
8 enrolled their children in the summer program  
9 location. Let me read that again. In addition, 92  
10 percent of parents who enrolled their children in the  
11 summer program, they were able to do so in the  
12 location they wanted.

13                   And, Lianna, would you like to add to  
14 that?

15                   EXECUTIVE DIRECTOR WRIGHT: Yeah, we  
16 agree. Parents seem happy, and we're looking forward  
17 to continuing to do it.

18                   CO-CHAIRPERSON JOSEPH: You have to talk  
19 instead of mic.

20                   DEPUTY COMMISSIONER VADEHRA: Daniel  
21 really touched on this, but I do also want to just  
22 say, so we do have good feedback from families. We'll  
23 also continue to work and make it better. From our  
24 collective perspective, the things we were able to do  
25 system-wide by having a centralized process that used

1  
2 My Schools in terms of a fair, equitable process,  
3 moving away from first come, first serve, being able  
4 to prioritize our most vulnerable students, being  
5 able to plop kids right off the wait list and into  
6 the system in a common way, giving families more  
7 information about where sites are, about where actual  
8 open seats are, where they are in the wait list.  
9 There are just a lot of upsides, we think, for  
10 families, almost all of which were directly  
11 responsive to feedback from you all or families along  
12 the way so we'll continue to work to improve, but we  
13 do think we've made a lot of progress in some of  
14 those system-wide goals.

15 CO-CHAIRPERSON JOSEPH: How many students  
16 did you provide with MetroCard for the Summer Rising?

17 DEPUTY COMMISSIONER VADEHRA: I believe it  
18 is about 250,000, 256,000. That's not just Summer  
19 Rising, that's all students for summer.

20 CO-CHAIRPERSON JOSEPH: That's for all  
21 summer, okay.

22 DEPUTY COMMISSIONER VADEHRA: Yeah.

23 CO-CHAIRPERSON JOSEPH: Are any steps  
24 taken to align the academic and enrichment portion of  
25

1 the day to create a cohesive experience for students?  
2 That togetherness that we've been talking about?

3  
4 DEPUTY COMMISSIONER HASKELL: Yes, yes. I  
5 think one data point we have around that is that we  
6 had more submissions or responses around the  
7 collaborative planning tool this summer than ever  
8 before. Some of the things in the past summers that  
9 you've been calling for is opportunities to meet CBO  
10 and schools in advance, opportunities to talk about  
11 where the scheduling is, what rooms are going to be  
12 used, and what activities are going to be  
13 implemented. We see more and more joint activities  
14 being planned in terms of special events, so we've  
15 really seen that collaboration on what's going to  
16 happen throughout the day increase.

17 CO-CHAIRPERSON JOSEPH: So, the blended  
18 curriculum for elementary students also incorporates  
19 your programming together, right?

20 DEPUTY COMMISSIONER HASKELL: For an  
21 elementary student, and I appreciate that question  
22 because you mentioned a robustly attended academic  
23 classroom, but for elementary school students, CBO  
24 staff are part of that, bringing enrichment

1  
2 activities and energy into that, infused into the  
3 morning part of the day.

4 CO-CHAIRPERSON JOSEPH: See, Council  
5 Member Stevens, do you hear that?

6 Are CBOs provided with curriculum and  
7 lesson plan prior to implementation during academic  
8 programming? Is that provided prior to that?

9 DIRECTOR FALOYE: Correct, and which is,  
10 I'm glad Susan did bring up the fact that we had  
11 record numbers of schools and CBOs filling out the  
12 collaborative planning tool. The collaborative  
13 planning tool has a section where the principals must  
14 list out the curriculum to the CBO provider, so yes.

15 CO-CHAIRPERSON STEVENS: I would also like  
16 the record to show that I've been talking about this  
17 collaboration tool, and this is one of my  
18 recommendations, so I'm happy it's happening. Thank  
19 you.

20 CO-CHAIRPERSON JOSEPH: So, for example,  
21 you have 110,000 slots. Let's say you get 120  
22 students. What would it cost to just accept all  
23 120,000 students? It's a budget question.

24  
25

1  
2 ASSISTANT COMMISSIONER GUILLEN: I mean,  
3 it's a two-part, right, because it's us now finding  
4 more opportunities to find more CBOs, right?

5 CO-CHAIRPERSON JOSEPH: Okay.

6 ASSISTANT COMMISSIONER GUILLEN: It's also  
7 worth noting, right, we want to be thoughtful about  
8 what this means to expand, and even in this current  
9 process, when there were opportunities to increase  
10 the number of seats because we were looking at  
11 applications, we had to be thoughtful about that  
12 expansion because we want to make sure that, you  
13 know, on the ground, CBOs are able to provide those  
14 support effectively, but also, you know, there's  
15 other costs to that as well, right? When you open up  
16 more seats, that means more space, right? More  
17 supports, because if we're prioritizing more youth,  
18 they may need other additional power supports,  
19 transportation, buildings, meals, right? So it's kind  
20 of a price tag that goes dot, dot, dot.

21 CO-CHAIRPERSON JOSEPH: Do you have a  
22 number?

23 ASSISTANT COMMISSIONER GUILLEN: That's a  
24 great question that we'll have to...

1  
2 DEPUTY COMMISSIONER VADEHRA: We don't  
3 have a number. I will say on our side, because of the  
4 way the costs work, it'll be very hard for us to be  
5 precise for this many kids, this many things. As you  
6 know, things like busing, facilities, even teachers  
7 in a classroom, nurses, they're not a per-student  
8 cost, and so it'll be challenging to do it in that  
9 way, but we can certainly work with DYCD to talk  
10 about the cost of sites and stuff like that.

11 CO-CHAIRPERSON STEVENS: I would actually  
12 love for us to focus on getting the attendance up  
13 from 68 to higher than talking about expansion. That  
14 actually would stress me out, because I think we're  
15 at a critical moment of evaluations, because some of  
16 the things I think that came up today is even  
17 thinking about the students who are mandated versus  
18 students who are not mandated, and there's some bumps  
19 that we still need to work out and thinking about  
20 this one-size-all fit model is not working, so what  
21 are some things that we can do before we start  
22 expanding so before y'all start crunching y'all  
23 numbers, let's actually stay here and focus on what  
24 it is before we expand, because we're going to expand  
25 at some point, right? We're going to get to universal

1  
2 childcare and afterschool and all these things, but I  
3 think we need to make sure we have worked out all the  
4 kinks before we even get there so I know where we're  
5 going, but we ain't there yet.

6           DEPUTY COMMISSIONER HASKELL: I very much  
7 appreciate that question. We mentioned many, and we  
8 could say more, about the things that we did to  
9 increase attendance. That's a goal for all of us, to  
10 maximize participation. Why? So more families can get  
11 in, and one of the things that we did this year was  
12 over-enroll high-demand sites because we have the  
13 data about what kids are attending, and so we work to  
14 ensure to our providers, like, if you're getting 100  
15 seats, we're not anticipating you need to serve any  
16 more than 100 students. This is something that we  
17 also saw in the UNH report, and I wanted to say,  
18 like, that's one of the things we attempted to do to  
19 increase attendance rates, and we're going to keep  
20 trying this over-enrollment, not because there was an  
21 expectation to serve more young people, but because  
22 we see the data patterns now, and we know that we can  
23 push a little bit further.

24           CO-CHAIRPERSON JOSEPH: How do you track  
25 success? How do you track success on the academic

1  
2 side and also on the activity side? How do you know  
3 you got it right?

4           DEPUTY COMMISSIONER VADEHRA: I think on  
5 the academic side, it's the measures we talked about  
6 before. It's the screeners we look at citywide. It's  
7 also the assessments built into the curricula aligned  
8 with the curricula, and those are what we're looking  
9 at and continuing to look at. We also are interested  
10 in how our staff and students are feeling about the  
11 experience, and that gets into the survey, which also  
12 gets into our enrichment activities.

13           DIRECTOR FALOYE: Internally as well, we  
14 do have working groups at New York City Public  
15 Schools. We have working groups for superintendent  
16 points, and we also have a principal advisory as well  
17 so, in fact, very soon before the end of the year,  
18 those groups will be up and running, and we want to  
19 hear feedback from them as well but, of course, as  
20 mentioned, we do have working groups with DYCD on  
21 various topics on special ed so we sit back to see  
22 what are the key performance indicators internally  
23 that we need to improve upon so long story short is  
24 that we have working groups to assess gaps and



1  
2 continuously improve. In addition to, of course, the  
3 impact analysis, in addition to the surveys.

4 CO-CHAIRPERSON JOSEPH: Do you have a  
5 number of how many mandated students you had for the  
6 summer, and how many went on to move on to the next  
7 grade?

8 DIRECTOR FALOYE: Yes. So, we had a total  
9 of, this year, we had a total of 10,000, around  
10 10,300 mandated students.

11 CO-CHAIRPERSON JOSEPH: And how many of  
12 them were able to successfully move on to the next  
13 grade?

14 DIRECTOR FALOYE: That information I don't  
15 have at this time, but we'll get you that  
16 information.

17 CO-CHAIRPERSON JOSEPH: Because that's how  
18 we're also going to measure our success, right? How  
19 many of our students were mandated, and how many of  
20 them were able to move on to the next grade, and  
21 that's also going to be the way where we're going to  
22 look, how do we plan for next year, right so, yeah.

23 DIRECTOR FALOYE: I agree. That's a strong  
24 key performance indicator, correct.

1  
2 CO-CHAIRPERSON JOSEPH: Of course. Thank  
3 you. All transportation contracts are through New  
4 York City Public Schools?

5 DEPUTY COMMISSIONER VADEHRA: Yes.

6 CO-CHAIRPERSON JOSEPH: If yes, how many  
7 are there, and what are the associated costs with  
8 that?

9 DEPUTY COMMISSIONER VADEHRA: I don't know  
10 how many there are for the summer, in particular. I  
11 will get you that number. Some are summer only, some  
12 are extensions of school year contracts. As you know,  
13 we have 100 contracts, generally, for busing overall.  
14 The overall cost of busing for this last summer,  
15 roughly, was roughly 100 million.

16 CO-CHAIRPERSON JOSEPH: Does the contract  
17 extend as an extension, or from the contract that you  
18 already have?

19 DEPUTY COMMISSIONER VADEHRA: Do you mean  
20 the big extension, or do you mean the summer?

21 CO-CHAIRPERSON JOSEPH: Just the summer.

22 DEPUTY COMMISSIONER VADEHRA: Yeah, so  
23 some of summer is summer-specific contracts, and some  
24 is the rest of a school year contract.

1  
2 CO-CHAIRPERSON JOSEPH: The rest of a  
3 school year contract. Okay, thank you for that.

4 DEPUTY COMMISSIONER VADEHRA: But they're  
5 the same, they both have the same rigidity around  
6 what's in them.

7 CO-CHAIRPERSON JOSEPH: Thank you. What  
8 outstanding Summer Rising funding exists in FY25? Is  
9 there any funding left over for the upcoming summer?  
10 Do you anticipate New York City Public School and  
11 DYCD would have to add funding for the upcoming  
12 summer?

13 DEPUTY COMMISSIONER HASKELL: I'm not  
14 aware that we have any.

15 CO-CHAIRPERSON JOSEPH: The pot is empty?

16 DEPUTY COMMISSIONER HASKELL: Yeah. I'm  
17 not aware that we have any leftover funding.

18 DEPUTY COMMISSIONER VADEHRA: We also do  
19 not have leftover funding for next year.

20 CO-CHAIRPERSON JOSEPH: Okay, good. Okay.  
21 New York City Public Schools, how much did you spend  
22 for 2024 Summer Rising Program on Rideshare Program,  
23 and how many families utilized it?

24 DEPUTY COMMISSIONER VADEHRA: About 1,500  
25 families utilized it, and we spent about 108,000. I

1 just want to say one clarifying thing about the  
2 busing costs. As you know, all of our students ride  
3 on buses together. That's not just the Summer Rising  
4 costs. That's the cost of busing students generally  
5 in summer.  
6

7 CO-CHAIRPERSON JOSEPH: All right. We're  
8 good so thank you. Let's work on our attendance,  
9 curriculum, bring down the 30 kids in a classroom.  
10 This is where class size has to come in. Emma? This  
11 is where class size has to come in.

12 DEPUTY COMMISSIONER VADEHRA: I want you  
13 to know, Chair, I was sitting here waiting for that  
14 exact comment, so thank you. It's a strong finish.

15 CO-CHAIRPERSON JOSEPH: Thank you. Thank  
16 you so much, and we look forward to seeing you soon  
17 in partnership. Thank you, Micah.

18 I now open the hearing for public  
19 testimony. I remind members of the public that this  
20 is a government proceeding and that decorum shall be  
21 observed at all times, and I still here talking and  
22 Ms. Joseph is here.

23 Okay, I'm back. I now open the hearing  
24 for public testimony. I remind members of the public  
25

1 that this is a government proceeding and that decorum  
2 shall be observed at all times.  
3

4           As such, members of the public shall  
5 remain silent at all times. The witness table is  
6 reserved for people who wish to testify. No video  
7 recording or photography is allowed from the witness  
8 table. Further, members of the public may not present  
9 audio or video recording as testimony but may submit  
10 transcripts of such recording to the Sergeant-at-Arms  
11 for inclusion in the hearing record.

12           If you wish to speak at today's hearing,  
13 please fill out an appearance card with the Sergeant-  
14 at-Arms and wait to be recognized. When recognized,  
15 you'll have three minutes to speak on today's  
16 oversight topic, Summer Rising, and the introduction  
17 of Intro. 700, 725, and 794.

18           If you have a written statement or  
19 additional written testimony you may wish to submit  
20 for record, please provide a copy of that testimony  
21 to Sergeant-at-Arms. You may also email written  
22 testimony to [testimony@council.nyc.gov](mailto:testimony@council.nyc.gov) within 72  
23 hours of this hearing. Audio and video recordings  
24 will not be accepted.  
25

1  
2           Calling the first panel, Dale Kelly,  
3 Jirazel Munoz, sorry if I butchered that, David  
4 Garcia, and Olney Edmondson.

5           Dale, when you're ready, you may begin  
6 your testimony.

7           DALE KELLY: Good afternoon, Chair Joseph,  
8 Chair Stevens, and the distinguished Members of the  
9 Committee on Education and Committee on Children and  
10 Youth. My name is Dale Kelly, Executive Vice  
11 President of the Council of School Supervisors and  
12 Administrators. I'm here on behalf of President Henry  
13 Rubio as well as representing the 17,000 members of  
14 both in-service and retirees that service the  
15 students and families of New York City. We deeply  
16 appreciate the Council's attention to Summer Rising,  
17 a program that has become indispensable for our  
18 city's students and families. We appreciate that you  
19 have scheduled this hearing so far in advance of  
20 summer of 2025 and not long after Chancellor Aviles-  
21 Ramos has assumed her new role. We look forward to  
22 working with her and her team in strengthening our  
23 summer program.

24           This past summer brought positive strides  
25 for Summer Rising. We are encouraged by the success

1 of the phased enrollment, which ensured that our  
2 mandated students were provided with priority access  
3 to the program. Principals reported smooth enrollment  
4 with fewer barriers for families and increased  
5 communication from schools and improved clarity  
6 around the program. CSA engaged with the Department  
7 early and often to provide principals real-time  
8 feedback, addressing challenges promptly, and  
9 creating a more collaborative environment. This was  
10 the first time that principals felt fully empowered  
11 to influence Summer Risings, planning and executions.  
12

13           Yet challenges remain. Staffing shortages  
14 continue to affect our ability to maintain full  
15 coverage, particularly early in the summer when our  
16 students need a stable and supportive environment. We  
17 strongly urge early recruitment, incentives, and  
18 proactive communication to both retain and recruit  
19 qualified educators. Transportation also remains a  
20 concern, especially for students with disabilities  
21 who could not fully access the program's extended  
22 hours. Finally, the rise in English language  
23 learners, including many recent immigrants,  
24 highlights the need for expanded language support and  
25 language acquisition opportunities.

1  
2                   For Summer Rising 2025, CSA recommends  
3 several actions. Letting principals' insight guide  
4 planning, establishing a formal playbook for school  
5 leaders to follow, securing early staffing  
6 commitments, building stronger school and CBO  
7 partnerships, and improving transportation services.  
8 Additionally, aligning calendars and schedules across  
9 grades and programs to support family engagement and  
10 simplify coordination for those with children in  
11 multiple schools.

12                   With continued collaboration, inclusive  
13 practices, and principal involvement, Summer Rising  
14 can become even more impactful. Thank you for your  
15 time and continuing commitment to supporting our  
16 students, families, and school communities throughout  
17 this school year.

18                   And if I can just beg for another couple  
19 seconds, I just want to address something that Chair  
20 Stevens said earlier, because I had never heard of  
21 that instance she described where a school principal  
22 had refused to allow a CBO partnership to present a  
23 parent forum, and I'm now speaking as a principal who  
24 was a middle school principal in East New York,  
25 Brooklyn for ten plus years, a 21st century school



1 who had countless CBO partnerships. Those partners  
2 were true partners. My students and families were the  
3 ultimate beneficiaries of the services they offered,  
4 and I can think of no reason that a principal would  
5 not allow a CBO to have a venue to speak to their  
6 parents, our students' parents, because ultimately  
7 they're going to benefit from that so I would like to  
8 speak and learn some more about that situation, see  
9 if we can sort of help to alleviate any of those sort  
10 of anomalous situations.  
11

12           And, Chair Joseph, I too was surprised by  
13 that 30 students in a class summer school figure that  
14 the Department just provided. I'm hoping that  
15 number's a bit exaggerated because I haven't heard  
16 numbers that high but, if they are indeed that high,  
17 I imagine it's partially due to some of the staffing  
18 concerns. Not as many teachers are volunteering to  
19 work the summer school program. You asked some very  
20 salient questions regarding the availability of paras  
21 and other staffing, and that's an important component  
22 to support in our school, so we definitely need to  
23 address that, and we ultimately know that class size  
24 law will do so in the not too distant future so thank  
25 you for your time.

1  
2 CO-CHAIRPERSON STEVENS: Well, I'm sure  
3 it's not with 30 kids, because the attendance is at  
4 68, so there's no 30 kids in the classroom.

5 CO-CHAIRPERSON JOSEPH: No, probably in  
6 some areas where what we talked about, where there  
7 was wait lists in certain areas. In certain areas,  
8 they had a bunch of open seats so now they need to  
9 figure it out and switch it. Similar situation in our  
10 early childhood, where we have an amount of seats and  
11 too many in one area so they have to work and figure  
12 out the logistics. Thank you.

13 JIRAZEL MUNOZ: Hi, thank you so much for  
14 listening to us today. My name is Jirazel Munoz, and  
15 I am a social worker and a Program Director at Center  
16 for Family Life in Sunset Park, one of the community-  
17 based organizations that partners with the DOE to  
18 provide Summer Rising. I myself have run Summer  
19 Rising for two years now, and I'm here to just share  
20 some of the lived experience that we've encountered  
21 as running program for two years.

22 It's clear that the City has invested  
23 tremendously in this expensive model. However, our  
24 parents and community members are interested in,  
25 again, knowing what are the educational outcomes. As

1 Ms. Joseph had stated before, we really want to know  
2 how our students who are mandated, who require this  
3 more supported education are doing after they attend  
4 Summer Rising because it has been our experience that  
5 the majority of the students that attend Summer  
6 Rising are not identified by the schools as  
7 academically at risk or promotion in doubt. This  
8 unfortunately means that the students that do need  
9 these extra services, this extra attention, end up in  
10 a large classroom of apparently 30 kids or more in a  
11 setting that is taught by an inexperienced teacher or  
12 even sometimes an unlicensed substitute due to the  
13 staffing conflicts at the DOE. We are concerned that  
14 the students needing the most attention are not  
15 receiving the high-quality educational intervention  
16 that they need and deserve, particularly since  
17 through the model states that there are four hours of  
18 academic instruction four days a week. The building  
19 is often overcrowded and the morning academic portion  
20 of the programs are understaffed. That means that the  
21 first hour is usually devoted to breakfast with no  
22 academic instruction, and often lunch rotations begin  
23 an hour before the academic instruction is set to  
24 end, leaving just two hours of time in the morning  
25

1 dedicated to academics. Our students needing extra  
2 help deserve better. They deserve tailored  
3 instruction in small group settings by experienced  
4 educators, not just two hours of box remedial  
5 curriculum in a classroom with a majority of peers  
6 who do not require academic intervention distracting  
7 them while the other two hours are scheduled as  
8 filler to compensate for the overcrowding in the  
9 schools that Summer Rising programs are located in.  
10

11 Schools and CBOs care deeply about and  
12 invest heavily in building relationships with  
13 families, students, and one another. Research has  
14 shown time again that the strong relationships with  
15 educators and other caring adult staff, such as the  
16 staff in our CBOs, are linked to positive outcomes  
17 for the youth. However, there is no continuity under  
18 the current enrollment process. Parents and students  
19 are upset that when they are offered Summer Rising  
20 slots, it's often in an unfamiliar school or in an  
21 unfamiliar CBO. Relocating schools and CBOs to  
22 buildings where there is no pre-existing  
23 relationships or foundation of trust does not promote  
24 the implementation of high-quality program.  
25 Principals in charge are put in untenable positions,

1 overwhelmed with close to a dozen feeder schools,  
2 enrolling students for whom they do not give access  
3 to IEPs. Just to close, it leads to lower quality  
4 programming negatively impacting children and, even  
5 in one case, one of our principals disallowed staff  
6 from using crayons or markers, a summer without art.

7  
8 DAVID GARCIA: Hello, everybody. My name  
9 is David Garcia. I'm a Program Director at the Center  
10 for Family Life. I've run Summer Rising now for my  
11 fourth year since the first summer we've done this.

12 I second my colleague in advocating for a  
13 more expansive program model that meets a more  
14 diverse set of needs and ask that educational data be  
15 released, particularly for students who are  
16 identified as needing academic intervention.

17 Additionally, if the City wants to invest in young  
18 people and offer high-quality free programming, it  
19 must open more buildings. For the last two summers,  
20 Center for Family Life has been in buildings co-  
21 located to up to four CBOs and 11 feeder schools. You  
22 talk about overcrowding, that's one reason why. This  
23 is unsafe and (INAUDIBLE) logistics, busing,  
24 determining special needs, transitioning from  
25 academic classes to CBO run camp, administration,

1 breakfast, lunch, snack, rendering it nearly  
2 impossible to provide young people with the high-  
3 quality summer experience they deserve. In our  
4 experience, when buildings are as overcrowded as  
5 we've seen the past two summers, it becomes  
6 logistically impossible for camps groups to access  
7 spaces like the gym or the school yard more than once  
8 per week, resulting in children spending most of  
9 their week sitting in one classroom all day long.

11           The Summer Rising enrollment process will  
12 be far more effective as schools and CBOs could  
13 collaborate and support families in enrolling in a  
14 summer program that meets their children's needs. If  
15 the City recognizes the value in offering choices to  
16 families and there were multiple models to select  
17 from, families, schools, and CBOs could determine the  
18 best fit, be it tailored academic interventions, high  
19 quality camp, or a hybrid model. This will leverage  
20 the relationship capital referenced earlier between  
21 schools and CBOs and their families, and we believe  
22 result in less attrition and more student and family  
23 engagement. Our observations over the past four  
24 summers have been that families drop out of Summer  
25 Rising at rates far higher to the rates we saw prior

1 to Summer Rising, when City-funded CBOs to run full  
2 day camps and allow them to control the enrollment  
3 process. Additionally, when slots do open, they  
4 remain unfilled for anywhere between three and nine  
5 days due to the mandate that there's a three-day wait  
6 period to be observed before offering the slot to  
7 another family. Often families were receiving  
8 simultaneous offers for CBOs for slots. When one  
9 offer was accepted, the other CBO was required to  
10 make an offer to a new family and wait an additional  
11 three days for a response, leaving a funded slot open  
12 for six days. This happened dozens of times over the  
13 course of summer of 2024 at the Center for Family  
14 Life, resulting in a revolving doll of participation,  
15 which is detrimental to the students in the group,  
16 experiencing such instability and wasting depression  
17 slots that should remain filled for all seven weeks  
18 of the summer.

20 OLNEY EDMONDSON: Hello, I'm going to kind  
21 of book end what my colleagues here have said. My  
22 name is Olney Edmondson, and I'm a social worker and  
23 Program Director at Center for Family Life in Sunset  
24 Park. I ran a Summer Rising program in the summers of  
25 2021 and 2022, and for the last two summers, summer

1  
2 of 2023 and 2024, I have run a camp funded by the  
3 NYS, the New York State Education Department. Three  
4 of our partner sites in Sunset Park have been able to  
5 provide families with this alternative summer  
6 programming option, a five day per week summer camp,  
7 the model of which includes arts-based literacy  
8 programming trips, special events, project-based  
9 learning, and a focus on social emotional learning,  
10 and are staffed by teaching artists, teaching fellow  
11 social workers, and young adults from the Sunset Park  
12 community. As we have done since before Summer  
13 Rising, we worked closely with the three principals  
14 to ensure that students identified by their schools  
15 as needing academic intervention were enrolled in  
16 Summer Rising so they received the necessary academic  
17 supports to support that student. However, many  
18 families with children who are not mandated to  
19 receive summer academic intervention were delighted  
20 to have an alternative program for their children.  
21 Families that had enrolled their children in Summer  
22 Rising in summer of 2023 heard such praise from  
23 parent networks about the alternative camp option  
24 offered by Center for Family Life. They relinquished  
25 their Summer Rising slots that they were offered in



1  
2 2024, and instead they chose a program where their  
3 children who had performed at or above grade level  
4 over the course of the school year would not need to  
5 participate in remedial academics for 16 hours per  
6 week. This is the type of choice families across NYC  
7 deserve. We hope our testimony will bring about a  
8 meaningful examination and reconsideration of the  
9 Summer Rising model, transparent sharing of the  
10 academic outcomes of student participants, and  
11 significant changes in the operation of the program  
12 so that our young people can thrive. Thank you.

13 CO-CHAIRPERSON JOSEPH: How do you get  
14 funding? This is a partnership with?

15 OLNEY EDMONDSON: The program that I am  
16 over, as a part of CFL, we have different funding  
17 streams. Our program is funded by the 21st Century  
18 Grant, and so we offer pretty much a similar program  
19 that was happening before Summer Rising took place  
20 and, as someone, like I said, who has done the Summer  
21 Rising model and done this model, I mean, it is a  
22 huge difference, a huge difference. We've had so many  
23 parents that have been able to participate in this  
24 program that have really enjoyed seeing the outcome  
25 of their kids, seeing how much fun their children are

1  
2 having, and we've definitely had parents say that  
3 they've enjoyed it a lot.

4 CO-CHAIRPERSON JOSEPH: How many days a  
5 week are kids doing enrichments? Are students  
6 mandated to your program?

7 OLNEY EDMONDSON: No, they're not  
8 mandated.

9 CO-CHAIRPERSON JOSEPH: Oh, they're not  
10 mandated.

11 OLNEY EDMONDSON: Yeah.

12 CO-CHAIRPERSON JOSEPH: Okay. And how many  
13 days a week do you meet?

14 OLNEY EDMONDSON: Five days a week.

15 CO-CHAIRPERSON JOSEPH: And what kind of  
16 activities do you provide?

17 OLNEY EDMONDSON: We are providing  
18 everything from, we do trips, we do art, we do social  
19 emotional learning, we do dance fitness, we do team  
20 building, we do special events for the students. I  
21 mean, there's one week we do Olympics, and the kids  
22 get to have fun, so yeah.

23 CO-CHAIRPERSON JOSEPH: Okay, thank you.

24 Trenton Price, Randi Levine, Dontai Nottingham, Keith  
25 Hicks, Debra Sue Lorenzen.

COMMITTEE COUNSEL JEAN-FRANÇOIS: Trenton,  
when you're ready, you may begin your testimony.

TRENTON PRICE: Thank you, Chair Stevens,  
Chair Joseph, and Members of the Committee on  
Children, Youth, and Education. My name is Trenton  
Price. I'm the Executive Director of the Salvadori  
Center. I'm a former middle school teacher, school  
leader, and district leader in arts education for the  
New York City Public Schools before joining  
Salvadori. At Salvadori, for context, we provide  
STEAM education services, that's STEM plus the A for  
arts, and in our case, architecture, to schools,  
after school sites, and NYCHA community centers  
across the five boroughs, focusing on the built  
environment. Last year, for context, we taught over  
12,000 students in 140 schools and NYCHA community  
centers. Our goal is to make STEM and the arts come  
alive for each student and to foster the soft skills  
like collaboration, creativity, and problem solving,  
just like real life architects, designers, and  
engineers. We're grateful to have the support of this  
Council through multiple CASA and digital inclusion  
and literacy grants as well as the afterschool

1 enrichment and speakers initiative at numerous NYCHA  
2 sites across the city.  
3

4           While much of our work takes place during  
5 the school year, both in school and out of school,  
6 I'm here to discuss summer. Salvadori has partnered  
7 with numerous Summer Rising sites over the past few  
8 years to provide hands on project-based STEAM  
9 education. As an educator, I know firsthand that  
10 summer learning loss is very real. To address this,  
11 summer programs must be engaging, rooted in relevant  
12 content, and allow young people to collaborate,  
13 create, build, and test ideas. This is why we are so  
14 passionate about supporting the great work of Summer  
15 Rising. The vision that Summer Rising has created by  
16 inviting all children, especially those in need of  
17 intervention, to join and creating fun and engaging  
18 experiences is very powerful. In Salvadori Summer  
19 Rising programs, for example, students work in groups  
20 to design and create solutions to real life  
21 challenges, and then they take field trips to  
22 architecture, design, and engineering firms. This  
23 real-world application of the content is exactly what  
24 piques young people's interest and makes the learning  
25 come alive in a relevant way for them and their

1  
2 community. This is what makes Summer Rising so  
3 powerful in our experience. I thank you for  
4 facilitating this hearing and for your commitment to  
5 supporting young people across our city, and for your  
6 commitment to providing really robust and meaningful  
7 learning experiences over the summer. We're grateful  
8 to be able to serve New York City's children. We hope  
9 to support the work of hands-on project-based  
10 learning in Summer Rising sites for years to come.  
11 Thank you.

12 CO-CHAIRPERSON JOSEPH: Thank you. I'd  
13 like to recognize Council Member Shekar, who has  
14 joined us.

15 COMMITTEE COUNSEL JEAN-FRANÇOIS: Randi  
16 Levine, go ahead.

17 RANDI LEVINE: Thank you for the  
18 opportunity to speak with you. My name is Randi  
19 Levine, and I'm Policy Director of Advocates for  
20 Children of New York. As an organization that focuses  
21 on students whose needs are too often overlooked,  
22 such as students with disabilities, English language  
23 learners, and students who are homeless or in foster  
24 care, we have seen Summer Rising provide summer  
25 programming to students who did not have access

1  
2 previously. The centralized application process with  
3 priority for certain high needs students and the  
4 rollout of an accommodations process for students  
5 with disabilities have helped students who were  
6 previously left out of the City's summer programming  
7 to enroll and get needed support to participate. At  
8 the same time, we know there's more work to do. Among  
9 other challenges, last summer, we heard from families  
10 whose children were asked to leave the full Summer  
11 Rising program or the afternoon enrichment portion  
12 due to their needs, including a Rising first grader  
13 with autism living in a shelter who was told after  
14 two days that he could not return to Summer Rising,  
15 putting the child's learning and the parent's job at  
16 risk. Based on our experience working with families,  
17 we recommend that the City roll out the process for  
18 requesting and approving accommodations with enough  
19 time to ensure that the individualized support that  
20 each student needs is in place for the first day of  
21 summer and that no young person is turned away. The  
22 City should also ensure that staff is prepared to  
23 serve students with a range of needs and that  
24 additional support is available as needed. Continue  
25 to have an application window and give priority and

1 admissions to students in temporary housing, students  
2 in foster care, and students with 12-month IEP  
3 programs and return to the practice of setting aside  
4 seats for students who enter shelter or foster care  
5 or change placements after the application deadline.  
6 Return to the simple application form used for summer  
7 2023 instead of using My Schools, which is far more  
8 challenging to use. Develop and implement a more  
9 robust outreach plan. When selecting sites for Summer  
10 Rising, ensure sites are fully accessible for  
11 students with physical disabilities and place  
12 programs in sites that will also house summer special  
13 education classes. Ensure that all students who need  
14 bus service to get to school, including students with  
15 disabilities, students living in shelter, and  
16 students in the foster system who have a right to  
17 transportation, have bus service or a comparable  
18 door-to-door alternative to get to and from the full  
19 day of summer programming that does not rely on  
20 parents having to transport their children, instead  
21 of afternoon bus service being available only at 3  
22 p.m., hours before the end of the Summer Rising day.  
23 Provide families with information about  
24 transportation, Summer Rising accommodations plans,  
25

1  
2 and more as early as possible so that families can  
3 make informed decisions. And ensure that students get  
4 needed academic support, including evidence-based  
5 reading intervention when needed, and the social-  
6 emotional support they need over the summer.

7           We look forward to working with you.  
8 Thank you for the opportunity to speak with you  
9 today.

10           COMMITTEE COUNSEL JEAN-FRANÇOIS: Thank  
11 you. Next up, Dontai Nottingham.

12           DONTAI NOTTINGHAM: Good afternoon. My  
13 name is Dontai Nottingham. I am the Director of  
14 Government Relations with East Side House, and we've  
15 been operating Summer Rising for the past couple of  
16 years now and, while we are grateful for the program  
17 and we have many highlights, there have been a few  
18 challenges that my colleagues have experienced at  
19 Summer Rising, especially in consideration to  
20 students with disabilities. A lot of our population  
21 who have disabilities have not gotten the full  
22 support. There has been a lack of or shortage of  
23 paraprofessionals with working with our students with  
24 disabilities, which make it a lot harder to provide  
25 the additional support for those students in need.



1  
2 Just recommendations is hopefully to increase the  
3 funding for additional paraprofessionals while  
4 working with Summer Rising as well as providing  
5 additional support for staff when working with  
6 students with disabilities when there are not  
7 paraprofessionals present in the program. Thank you.

8 KEITH HICKS: Good afternoon,  
9 distinguished Co-Chairs and Council Members. My name  
10 is Keith Hicks. I'm the Vice President of Programs  
11 with the Women's Housing and Economic Development  
12 Corp, better known as WHEDco. I'm speaking with you  
13 this morning from an interesting perspective. I  
14 formerly worked with DYCD. I was the Middle School  
15 Director when they started Summer Rising program, and  
16 I previously worked there, and I had to implement the  
17 program or support the providers with implementing  
18 the programs. Now, during the initial years of the  
19 program, it was very hard to implement, and now I'm  
20 on the other side of the coin trying to implement  
21 programs with my team. I have a profound respect for  
22 my former colleagues and understand the hard work  
23 they're burdened with. I had concerns then, and I  
24 have even more concerns now about the Summer Rising  
25 program.

1  
2           While well-intended, Summer Rising has  
3 many flaws. The initiative is supposed to provide  
4 youth with a combination of academics from  
5 professional teachers in the morning and enriching  
6 activities in the afternoon from the partner  
7 provider. If this program is to be successful, there  
8 needs to be operational changes only to meet the  
9 expected outcomes. Number one, the enrollment process  
10 has improved over the previous years. Providers are  
11 responsible for enrolling participants and working  
12 alongside parents to provide safe spaces for their  
13 children. The relationship with the provider and the  
14 parent is immediately fractured when they have to go  
15 into another system now to enroll kids. What happens  
16 with that is that all year long we've worked with  
17 children. They're comfortable with our staff, they're  
18 comfortable with our parents, and we have this  
19 bonding relationship, but the new enrollment process  
20 totally disregards that and takes that away and takes  
21 the provider's intimacy and contact with the parents  
22 away. Although we're able to prioritize certain  
23 participants, there are still too far many times when  
24 we're not able to enroll a student who has a sibling  
25 attending the same program or a child who we have

1  
2 worked with all year so there's some changes that  
3 need to be done with the enrollment process.

4           There are also many occasions when there  
5 are not enough teachers to earnestly provide the  
6 scheduled three hours of instruction in the morning,  
7 thus leaving it to the provider to work with a subset  
8 of children in the morning time on their own and not  
9 really providing academics. Now, I know we attest to  
10 having academics done in a fun way and meaningful  
11 approach to it. I totally believe in that, and I  
12 think we can do that as providers. But I still think  
13 it has to be planned out appropriately, and if the  
14 intentionality or for the efficacy of what the  
15 program is supposed to be, if it's academic  
16 instruction in the morning, it should be enough  
17 teachers to provide that academic support.

18           While we never have to exclude, and we  
19 never will exclude, any child from attending and  
20 working with that child in the best manner we can,  
21 providers are not equipped and trained properly to  
22 manage all participants with special needs and IEPs.  
23 During Summer Rising, we have received limited  
24 support to address this, thus making it difficult for  
25

1  
2 participants to have a full, inclusive experience in  
3 enriching activities.

4           If I may, just one more point. While we  
5 are closing schools during the summer time, we have  
6 overcrowdedness in our summer programs that we have  
7 to address that as well with limited space. If the  
8 initiative is going to be successful, we need to  
9 reconsider some of the operational flaws that  
10 restrict the work of providers who have worked  
11 diligently in summer programming over the past few  
12 years. Thank you.

13           DEBRA SUE LORENZEN: Good afternoon. Thank  
14 you, Chair Joseph and Chair Stevens for letting us  
15 speak to you today about Summer Rising. My name is  
16 Debra Sue Lorenzen. I'm the Director of Youth and  
17 Education at St. Nick's Alliance in North Brooklyn,  
18 and St. Nick's serves more than 10,000 children and  
19 youth each year through comprehensive youth and  
20 education services for ages 2 to 24.

21           I want to begin by thanking City Council  
22 for its extraordinary commitment to DYCD's essential  
23 programs such as COMPASS, SONIC, Beacon,  
24 Cornerstones, and SYEP. Summer Rising and summer camp  
25

1  
2 are part of New York City's critical ecosystem for  
3 educating children and supporting families.

4           During summer 2024, St. Nick's Alliance  
5 and its affiliate, School Settlement Association,  
6 operated nine Summer Rising sites in North Brooklyn.  
7 More than 1,400 children were engaged in remedial  
8 education during the morning, then transferred to our  
9 care during the afternoon. Summer Rising, while well-  
10 intentioned in addressing pandemic learning loss,  
11 continues to be seriously flawed. The Summer Rising  
12 model works well for children who may need formal  
13 academic instruction and for the families who need  
14 extended care but, for other families and children,  
15 Summer Rising steals the joy of summer learning. Half  
16 days of summer camp result in less frequent field  
17 trips, less time for socialization, and less  
18 enrichment, which are the true hallmarks of summer  
19 camp and summer learning. It's time to let the  
20 families choose Summer Rising or more traditional  
21 summer camp models.

22           Issues with registration enrollment have  
23 plagued Summer Rising since its launch, in large part  
24 because CBOs do not have much of a voice. The current  
25 processes interrupt the continuity of care. Children

1  
2 in our afterschool are routinely assigned to sites  
3 away from their home school, their friends, and their  
4 relationships with our staff. Meanwhile, we're  
5 serving hundreds of children who miss their own  
6 homeschools, friends, and caring adults in their  
7 lives. Honestly, it makes no sense, and when DYCD and  
8 DOE were talking about it, I didn't even know what  
9 system they were speaking of, because it's so outside  
10 of the experience that we're having. Allowing  
11 community-based organizations to be more centralized  
12 in the registration process will help repair the  
13 broken system.

14           Supporting students with disabilities, as  
15 Randi was talking about, remains a serious equity  
16 issue. New York City has repeatedly failed to provide  
17 busing or paraprofessionals after 3 p.m. to students  
18 with disabilities. This inaction prevents students  
19 with disabilities from full participation in summer  
20 camp. Either they must leave at 3 p.m. or it places  
21 undue burden on the families and the summer camp  
22 staff to coordinate with the transportation and the  
23 one-on-one supports.

24           I'd like to say one more thing, if I may.  
25 Since 2020, our indirect cost rate of 22.5 percent

1  
2 has not yet been applied to the Summer Rising portion  
3 of our DYCD contracts. For St. Nick's Alliance,  
4 that's about 200,000 dollars that we need to sustain  
5 operations that require prompt attention. PETS is  
6 also pretty clogged again, if there's anything you  
7 could do to help with that, and I think we all know  
8 that we need RFPs to come out from DYCD. It's time.  
9 Thank you so much.

10 CO-CHAIRPERSON JOSEPH: Well, thank you,  
11 and we do echo our students with special needs in  
12 this section so thank you.

13 Next panel, Kate Connolly, Jhodessa  
14 Reimer, Caitlyn Passaretti, and Sarah Jonas. If I  
15 butcher your name, please forgive me.

16 COMMITTEE COUNSEL JEAN-FRANÇOIS: Kate,  
17 when you're ready, you may begin your testimony.

18 KATE CONNOLLY: Hello, and thank you for  
19 the opportunity to testify. My name is Kate Connolly,  
20 and I'm a Senior Policy Analyst for United  
21 Neighborhood Houses, an umbrella organization that  
22 represents settlement houses across New York State.  
23 During the summer of 2024, 26 of our members operated  
24 Summer Rising programs.  
25

1  
2           Since its inception, CBO providers have  
3 raised concerns about the model and execution of  
4 Summer Rising. We agree that young people need strong  
5 academic, recreational, and social-emotional supports  
6 over the summer to help prepare them for a successful  
7 school year. However, there is no evidence to suggest  
8 that Summer Rising has achieved this or is the best  
9 model to do so. This past summer, UNH undertook our  
10 own evaluation of the program. We talked with over 50  
11 middle school participants through focus groups and  
12 conducted a digital survey that collected responses  
13 from 700 parents and CBO staff. Many of these  
14 responses are from organizations that actually you  
15 heard from today. The full report will be submitted  
16 as part of our written testimony, but I will  
17 highlight some of our key findings. Many families are  
18 dependent on free summer programming provided by the  
19 City. 58 percent of surveyed parents said they did  
20 not have a backup option if Summer Rising was not  
21 available, with the percentage rising for low-income  
22 families.

23           Two, middle schoolers expressed  
24 frustration with the DOE-led academics. 87 percent of  
25 focus group participants disagreed or felt neutral in



1 regards to the statement, I feel engaged in the  
2 morning session.  
3

4           Three, there are widespread concerns  
5 whether students with IEPs and English language  
6 learners are receiving appropriate accommodations.  
7 Over half of CBO staff said that a shortage of  
8 paraprofessional support for students with IEPs was  
9 one of the most pressing challenges for the program.  
10 Additionally, some focus group participants who  
11 identified as English language learners shared that  
12 they were excluded from the academic portion and  
13 given arts and crafts instead.

14           Four, reflecting CBO concerns about the  
15 DOE-led enrollment process, more than one in four  
16 parent respondents said that they were waitlisted for  
17 a spot at their preferred Summer Rising school site.

18           Based on the responses we solicited  
19 through this report and the last four years of  
20 feedback from members and their communities, it has  
21 been made clear that the cookie-cutter model of  
22 Summer Rising does not work for all students and  
23 families. It is our recommendation that there should  
24 be no required academic program for non-mandated  
25 students in the summer of 2025. The City needs to

1 provide choice and options for families and should  
2 offer programming that is actually engaging to  
3 students. Our report provides other recommendations  
4 about serving students with disabilities and English  
5 language learners and working with CBOs. Thank you.  
6

7           CAITLYN PASSARETTI: Hello, thank you  
8 Chair Stevens and Chair Joseph and the Children and  
9 Youth and Education Committees for hosting this  
10 hearing. My name is Caitlyn Passaretti, and I'm a  
11 Policy and Advocacy Associate with the Citizens  
12 Committee for Children of New York. We believe every  
13 child in New York deserves access to enriching summer  
14 programs. Ideally, we want year-round youth services  
15 which would permit providers to enroll early, better  
16 support staff, families, and youth through the  
17 consistency of programming. Summer programming, as we  
18 have heard, can offer art and culture, sports,  
19 experiential learning, and academic support essential  
20 to children's social-emotional development, health  
21 and wellness, and academic success across age ranges.  
22 It is also a lifeline for working parents who deeply  
23 value having their children engaged in programming  
24 while they are at work.  
25

1  
2           The main model available for families for  
3 a free summer program is Summer Rising. There was an  
4 8 percent increase in Summer Rising participants this  
5 year, but the demand still far exceeds the available  
6 seats. CCC believes in providing families with free  
7 and affordable, high-quality options for summer  
8 programming for their children. While we value the  
9 expanded access to Summer Rising services that has  
10 occurred, it is also important to acknowledge the  
11 severe operational challenges associated with this  
12 program. We urge an enhancement to the Summer Rising  
13 experience by, if the program is to continue,  
14 baseline and find sustainable funding for both DOE  
15 and DYCD's portions of the program, creating an  
16 information-sharing system to help CBOs access vital  
17 student information, such as IEPs, allergies, and the  
18 academic curriculum, ensure the DOE provides  
19 paraprofessionals upon request for students with  
20 disabilities who require those services when they are  
21 enrolled in Summer Rising for support on day one.

22           Additionally, we're very concerned about  
23 the lack of data on how the academic proportion of  
24 Summer Rising is rolling out, if it's effective, and  
25

1  
2 urge the Administration to be more transparent about  
3 the curriculum.

4                   Therefore, CCC urges City Council to look  
5 at the City's prior summer model and consider  
6 including those models that enabled CBOs to directly  
7 meet the diverse needs of their communities with  
8 full-day enrichment in tandem with an existing  
9 program.

10                   Regarding the bills at hand, we support  
11 them, especially the mental health services and  
12 Beacon and Cornerstone Centers, and emphasize the  
13 need for adequate funding in order to implement these  
14 services effectively, and we also support INT 0794 to  
15 ensure youth representation in their own support  
16 spaces. Thank you so much for your time, and I  
17 appreciate the opportunity to testify.

18                   SARAH JONAS: Good afternoon. My name is  
19 Sarah Jonas, and I'm the Vice President of the Youth  
20 Division at Children's Aid. On behalf of Children's  
21 Aid, I would like to thank Chair Joseph and Chair  
22 Stevens for the opportunity to testify today.

23                   For over 170 years, Children's Aid has  
24 been committed to ensuring that there are no limits  
25 to a young person's aspirations. Children's Aid holds

1 48 contracts with DYCD. These include COMPASS, SONIC,  
2 SYEP, Saturday Night Lights Program, and a Beacon  
3 Center in Council Member Stevens' own District 16 in  
4 the Bronx. We believe that every child deserves high-  
5 quality summer programs that meet their needs. While  
6 we value the access that Summer Rising creates across  
7 New York City, as a Summer Rising provider,  
8 Children's Aid experienced numerous implementation  
9 challenges that are representative of the systemic  
10 challenges all providers face. Throughout the years,  
11 we have partnered with New York City Public Schools  
12 and DYCD to do this work.

14           However, to deliver efficient, high-  
15 quality, and enriching summer programming that  
16 bridges academics and the best principles of youth  
17 development, we urge the City to do the following.  
18 Baseline and provide sustainable funding for both New  
19 York City Public Schools and DYCD's portion of the  
20 program, share information between My Schools and  
21 DYCD Connect, empower CBOs to control enrollment and  
22 to be able to enroll on-site, and better support from  
23 NYCPS for CBO staff, especially in supporting youth  
24 with disabilities.

1  
2           We support Summer Rising while also  
3 acknowledging that it cannot be the only program for  
4 every young person in New York City. Our youth and  
5 families deserve diverse programming that  
6 accommodates their varied needs and interests.  
7 Children's Aid and other CBOs run community centers  
8 and summer camps that, as we've heard today, offer a  
9 variety of experiential enrichment opportunities, but  
10 we need the City's support to strengthen that system.  
11 For example, at our Goodhue Center summer camp on  
12 Staten Island, our kids were outside every day, they  
13 had cooking classes, reading groups, and clubs. They  
14 even got to go swimming every day of programming, and  
15 we could have easily taken 25 families off our wait  
16 list and enrolled them into the program, but we  
17 weren't allowed to do so. We need investments and  
18 support for all youth-serving programs. Other  
19 fantastic DYCD-funded programs deserve the same  
20 funding, attention, and flexibility to add seats at  
21 Summer Rising.

22           Thank you again for the opportunity to  
23 submit testimony, and I'm happy to answer any  
24 questions that you might have.  
25

1  
2                   JHODESSA REIMER: Good afternoon. My name  
3 is Jhodessa Reimer, and I'm a Division Director of  
4 School-Based Programs from the Center for Family Life  
5 in Sunset Park. Thank you for this opportunity to  
6 testify.

7                   Center for Family Life has been operating  
8 Summer Rising programs for four years. In the summer  
9 of 2024, we operated seven Summer Rising programs in  
10 the neighborhood of Sunset Park, Brooklyn. Our  
11 organization has been active in giving feedback about  
12 the Summer Rising model. Our young people have  
13 participated in the UNH focus groups, our parents  
14 have called 3-1-1, and our agency leaders and program  
15 directors have given feedback at the end of every  
16 summer. However, we feel the feedback our community  
17 has expressed has largely gone unheeded.

18                   Our testimony covers the following four  
19 points. The limitations of the Summer Rising model, a  
20 request for transparent data on educational outcomes  
21 specifically as it pertains to students identified as  
22 needing academic support or classified as promotion  
23 in doubt, overcrowding due to co-locations, and an  
24 inefficient enrollment process that leaves slots  
25 empty.

1  
2           Free summer programming for New York City  
3 youth is a critical support for working families and  
4 provides a vital opportunity for young people to  
5 engage in meaningful activities, develop new skills,  
6 and build community. We are grateful to New York City  
7 for recognizing that. However, the Summer Rising  
8 model is too rigid to meet our diverse student  
9 population's needs. Children who performed at or  
10 above grade level but whose parents need free summer  
11 childcare are required to participate in 16 hours per  
12 week of remedial, boxed curriculum taught in our  
13 experience over the past four years on the ground by  
14 less experienced teachers, in many cases substitutes  
15 without education degrees, few of whom have prior  
16 relationships with the students.

17           We strongly believe the City should fund  
18 a full-day summer camp option for those not in need  
19 of remedial instruction. Giving our children and  
20 families the opportunity to choose the right model  
21 for their needs is empowering and aligns with the  
22 City's goal of equity for all New Yorkers. If  
23 children from affluent communities can opt in to  
24 enrichment camps, children from all communities  
25 should have the opportunity to do so.



1  
2           My colleagues from Center for Family Life  
3 already spoke about the other points of our feedback  
4 and we've submitted the written testimony as well. We  
5 have a solutions-oriented mindset and ask to be  
6 included as thought partners moving forward. We  
7 believe our lived experience running program on the  
8 ground offers valuable insight as to how this program  
9 can evolve to meet the diverse needs of our city's  
10 children. Thank you.

11           CO-CHAIRPERSON JOSEPH: Thank you. Second  
12 panel, Faith Behum and Elizabeth Bird.

13           Does anyone else in person want to  
14 testify? If you do, please fill out the form.

15           FAITH BEHUM: Thank you, Chair Stevens,  
16 Chair Joseph, and Members of the Committee on Youth  
17 and Committee on Education for holding this hearing  
18 and the opportunity to submit testimony on the  
19 Oversight of Summer Rising and Intro. Number 729. My  
20 name is Faith Behum. I'm a Manager of Public Policy  
21 and Government Relations at UJA Federation of New  
22 York.

23           This past summer, six non-profits and  
24 UJA's network oversaw Summer Rising programs. Each of  
25 these agencies oversaw New York City-funded summer

1 camps that existed before the development of Summer  
2 Rising. CBOs recognize families need access to free  
3 summer programs and they want to continue offering  
4 this service. While Summer Rising may make sense for  
5 some families, UJA believes New York City families  
6 need access to different summer program options for  
7 their children. This means if Summer Rising is  
8 continued to be invested in, a traditional full-day  
9 summer camp model must also be supported. Below are  
10 recommendations that will strengthen future free  
11 summer programs, including programs that resemble  
12 Summer Rising in New York City.

14           Ensure CBOs have autonomy over the  
15 enrollment process. This includes access to the wait  
16 list for programs, being able to both view and  
17 actively move individuals on and off the wait list,  
18 and allow families to directly enroll with CBOs if  
19 they wish their child to attend programming at.  
20 Families had issues navigating My Schools and would  
21 reach out to CBOs for enrollment advice and  
22 assistance, despite the fact that CBOs did not  
23 develop the site or manage it on the backend. CBOs  
24 having control over enrollment would allow them to  
25 gain a better understanding of the children being

1 enrolled in their programs as well as directly help  
2 families trying to enroll their children.

3  
4 Establish a baseline funding level for  
5 DOE and DYCD portions of Summer Rising and baseline  
6 funding for DYCD for traditional summer programming  
7 that does not have an academic component, enabling  
8 more effective planning for the summer.

9 Transition all summer programming  
10 contracts to a 12-month contract, which will promote  
11 year-round planning for the summer. Summer Rising  
12 budgets start on July 1st, so we had a lot of  
13 feedback in our network about how it's really  
14 difficult to plan programming for July 1st start when  
15 that budget starts on July 1.

16 Ensure summer program providers are  
17 compensated promptly. As of October 2024, many CBOs,  
18 including those in our network, have yet to receive  
19 payment for overseeing Summer 2024 Summer Rising  
20 programs. We actually have a CBO who has yet to be  
21 compensated for their Summer 2023 Summer Rising  
22 program, leaving them out 1 million dollars.

23 Develop an information-sharing system to  
24 ensure CBOs have access to information regarding  
25 students' individual develop plans and allergies.

1  
2 Ensure paraprofessionals are available for all  
3 participants who need them.

4           With this said, creating a better, more  
5 suitable summer program for children with  
6 disabilities is more than a staffing or training  
7 issue. Programs need more than well-trained  
8 paraprofessionals. Many CBOs simply feel they do not  
9 have the background in working with kids with  
10 disabilities to serve them well, and that Summer  
11 Rising schedule does not promote the best environment  
12 for these children to thrive in. The rest of my  
13 testimony I submitted. I thank you for the  
14 opportunity to testify today. Thank you.

15           ELIZABETH BIRD: Thank you, Chairs, for  
16 the opportunity to testify today. My name's Elizabeth  
17 Bird. I'm Director of Public Policy at Educational  
18 Alliance. We're a settlement house on Manhattan's  
19 Lower East Side.

20           In Summer 2024, Educational Alliance  
21 served 817 students as a lead CBO partner at five  
22 school communities in the Lower East Side through the  
23 Summer Rising initiative. Our curriculum immersed  
24 students in a cross-cultural exchange where they  
25 explored various nationalities and cultures through

1 language, food tastings, art, and fashion, and we  
2 believe that Summer Rising provides opportunities for  
3 kids to engage in new experiences and connect with  
4 their peers in a positive environment. Yet, despite  
5 the important work and individual successes of Summer  
6 Rising, there are key operational challenges in four  
7 key areas. Contracts, data systems, transportation,  
8 and services for students with disabilities. My  
9 written testimony provides all the specifics about  
10 these challenges, but I wanted to just reiterate  
11 several recommendations to improve efficiency.  
12

13           Number one, approve contracts no later  
14 than six weeks before programming begins. This year  
15 we had just days to get our program up and running as  
16 contracts and move-in dates were not finalized until  
17 the very end of June, and our programming began July  
18 2nd.

19           Two, commit to a centralized data system  
20 for coordinated guidance and communication between  
21 all three agencies. Currently, we must work with  
22 separate data systems between DOE and DYCD, and data  
23 is not always current.

24           Number three, increase transportation  
25 options to allow students to participate in the full

1  
2 program each day. For many of our students who  
3 depended on yellow bus service, the buses, as you  
4 know, pick them up at 3 p.m.

5           Number four, ensure equitable access for  
6 students with disabilities. Like everybody has said  
7 today, CBOs need better information from DOE about  
8 what accommodation students need in order to fully  
9 participate in programming. If a student's IEP  
10 requires a one-on-one paraprofessional, the City  
11 should provide one for the full day of summer  
12 programming, and not just the morning academic  
13 portion.

14           We commend the City's ongoing commitment  
15 to summer programming and Summer Rising and believe  
16 it is an important step towards universal access and  
17 increased equity, but it's also really necessary for  
18 working parents who need reliable childcare during  
19 summer months. Thank you for the opportunity.

20           CO-CHAIRPERSON STEVENS: I don't have any  
21 questions, but I do have a comment. Yes, thank you  
22 for bringing up the payment issue because it is a  
23 very real issue, and I think we definitely have to  
24 address it and figure out that piece too, and even  
25 the idea around the 12-year contract because I think

1 that we need to get to a place where we know this is  
2 happening, so it is challenging to start a contract  
3 on the first day of programming every single year,  
4 even for staffing purposes, and that would also help  
5 with the seasonal work and some other challenges that  
6 I know that is happening summer camp so thank you for  
7 that piece of information, and I have no questions,  
8 just statements. Thank you.

10 CO-CHAIRPERSON JOSEPH: Thank you. We are  
11 now moving to virtual testimony.

12 For virtual panelists, once your name is  
13 called, a Member of our Staff will unmute you, and  
14 the Sergeant-at-Arms will set the timer and give you  
15 the go-ahead to begin. Please wait for the Sergeant-  
16 at-Arms to announce that you may begin before  
17 delivering your testimony.

18 First panel is Meisha Porter followed by  
19 Michael Kohlhagen, Lawrence Jones, and Grace  
20 Bodenmann.

21 SERGEANT-AT-ARMS: You may begin.

22 MICHAEL KOHLHAGEN: Meisha is on with us.  
23 Thanks to each of you. My name is Michael Kohlhagen,  
24 CEO and President of the Center for Educational  
25 Innovation, known as CEI. CEI is dedicated to the

1  
2 idea that every student deserves a quality education  
3 regardless of zip code. For over 30 years, as many of  
4 you know, our programming has focused on school  
5 transformation for teachers, administrators, and  
6 student enrichment programs, which now include  
7 classroom instruction in coding, robotics, arts  
8 education, e-sports, and our new AI programming.

9           When we read the bills being proposed  
10 today, I knew it was so very important for us to lend  
11 our support as the proposed legislation ties into the  
12 work of CEI and the work that we're currently doing  
13 in all of our schools.

14           I am thrilled to introduce Dr. Meisha  
15 Porter, former New York City Chancellor and now  
16 visiting Senior Fellow at CEI, leading the  
17 development of our new division, CEI Bronx. She is  
18 going to tell you and give you some more details  
19 about our commitment to partnering with the  
20 Department of Education and DYCD to help New York  
21 City students succeed. Dr. Porter.

22           MEISHA PORTER: Thank you, Michael, for  
23 that warm introduction, and thank you to Chair Joseph  
24 and Chair Stevens for the opportunity to testify.



1  
2           As the former Chancellor of the New York  
3 City Department of Education, I witnessed firsthand  
4 the impact of CEI as a key partner in launching and  
5 sustaining Summer Rising across New York City as we  
6 were reopening schools. CEI's partner had a clear  
7 recognition of this critical program as we brought  
8 students back to in-person learning, and it was a  
9 privilege to visit the opening of Summer Rising with  
10 you, Chair Joseph. Since that time, New York City  
11 Public Schools has continued to provide Summer Rising  
12 programming in partnership with DYCD and our many  
13 non-profit partners to ensure students have a full  
14 and rich summer experience across the city.

15           However, as Chair Stevens stated earlier,  
16 the initial vision was to build joint collaborative  
17 programming that blended academics with enrichment  
18 programming for a full and rewarding summer  
19 experience. In that spirit, I'm here today to show  
20 our, CEI's, collective support for the three bills on  
21 the slate today.

22           First, Intro. 0700. This bill is critical  
23 to ensure every high school student has access to  
24 high-quality college counseling resources. As a  
25 former principal, I deeply recognize the transition

1  
2 to higher education is a pivotal moment in a young  
3 person's life, and equitable access to information  
4 and support can significantly impact their future  
5 opportunities. Currently, many students and their  
6 families lack the resources and guidance needed to  
7 navigate the complexities of the college admissions  
8 process. While school counselors are dedicated  
9 professionals, they often face overwhelming caseloads  
10 that limit their ability to provide individualized  
11 support. As a result, countless students miss out on  
12 essential information and encouragement during this  
13 critical period. This bill recognizes the heavy load  
14 our school counselors carry and helps ensure that all  
15 students, regardless of their background or  
16 circumstances, receive the guidance they need to  
17 succeed.

18 SERGEANT-AT-ARMS: Thank you. Your time  
19 has expired.

20 MEISHA PORTER: Thank you.

21 COMMITTEE COUNSEL JEAN-FRANÇOIS: Lawrence  
22 Jones.

23 SERGEANT-AT-ARMS: You may begin.

24 LAWRENCE JONES: Thank you, Chair Stevens,  
25 Chair Joseph, and the Members of the Committee of

1 Children and Youth. I'm Lawrence Jones. I'm a Program  
2 Director here at Good Shepherd Services, located in  
3 Bed-Stuy, Brooklyn. I've been a part of Summer Rising  
4 throughout, since the beginning. Good Shepherd itself  
5 supports over 2,000 elementary and middle school  
6 students throughout Summer Rising. We also operate  
7 two cornerstone programs, Mikio in Red Hook and  
8 Monterey in Bronx, that support over 400 students.

9  
10 Today, we wanted to talk about the  
11 testimony around the operational challenges that it  
12 will potentially enhance the Summer Rising program in  
13 whole. One is establishing an adequate start date for  
14 the Summer Rising program to allow sufficient prep  
15 time for paraprofessionals, teachers, and CBOs. We  
16 ran into a large issue this year around making sure  
17 that everyone had enough time to get ready for Summer  
18 Rising, including paraprofessionals who only had a  
19 three-day break, opposed to other CBOs and other  
20 school communities and youth.

21 Also, we talked about ensuring  
22 paraprofessionals for availability for all students,  
23 especially in the evening. A lot of paraprofessionals  
24 ran out of time or had to leave out early, which  
25

1 ultimately meant that other students missed out on  
2 that time as well.

3  
4 Exploring expanding DOE day teachers'  
5 schedules to 1 o'clock or 1:30, which helps coincide  
6 with what the CBO needs are as far as making sure  
7 that we have adequate staffing and support as a joint  
8 venture.

9 Streamlining the enrollment process to  
10 allow CBOs to prioritize family needs and preventing  
11 the confusion and frustration. I echo what my other  
12 peers have said around parents feeling frustrated of  
13 not getting into their programs.

14 Allowing families and youth to choose  
15 whether to attend the summer camp program or just the  
16 summer school in general. Also, echoing what my peers  
17 mentioned, and developing, improved, and aligning the  
18 My Schools and NYC Connect systems as well, making  
19 sure all the information that parents need throughout  
20 the summer, including those supplemental forms that  
21 was mentioned previously in the testimony. I'd just  
22 like to note that those supplemental forms are very  
23 different from what is on the My Schools.

24 As far as allergies and emergency  
25 contacts, for CBOs, we require so much more

1  
2 information, whether it's walk-in forms, whether it's  
3 surveys, whether it's signatures around just being  
4 able to participate, which ultimately leads to  
5 parents having to do almost two to three different  
6 processes just to get accepted into the program in a  
7 short amount of turnaround at certain times.

8           We just want to make sure that we're able  
9 to also align pay rates with CBO staff as well. A lot  
10 of times we're pushing into the morning and doing a  
11 lot more, whether it's para duties of working with  
12 students with different needs, but the pay is not  
13 aligned with what their requirements are during the  
14 daytime as well. I'd like to thank you guys for our  
15 time. We hope that it continues to be a transparent  
16 and robust relationship and that we can continue to  
17 build more in the future.

18           COMMITTEE COUNSEL JEAN-FRANÇOIS: Thank  
19 you so much. Grace.

20           SERGEANT-AT-ARMS: You may begin.

21           GRACE BODENMANN: Good afternoon, Chair  
22 Joseph and Chair Stevens and the Members of the  
23 Committee on Education and the Committee on Children  
24 and Youth. I am Grace Bodenmann, and I am the Chief  
25

1  
2 Education Officer at New York Junior Tennis and  
3 Learning, NYJTL.

4           Before I address the Summer Rising  
5 program, I want to thank you for the Council's over  
6 five decades of funding support to NYJTL. The  
7 Council, as our partner, we have become the nation's  
8 largest tennis and education organization. As you  
9 know, NYJTL provides safe and engaging and much-  
10 needed physical activity in all five boroughs.  
11 Through our programs, we reach more than 90,000  
12 under-resourced youth year-round at over 100 sites,  
13 including 24 parks across the city. NYJTL, over the  
14 past 53 years, has introduced tennis to all children,  
15 including those with special needs.

16           NYJTL programs offer the youth of our  
17 city much more than the chance just to learn tennis.  
18 They are given the opportunity to become physically  
19 fit, the opportunity to reach new educational  
20 heights, and the opportunity to expand their horizons  
21 beyond their immediate neighborhood. NYJTL helps  
22 young people build self-esteem and learn the  
23 affirmative values of perseverance, cooperation,  
24 fairness, and respect. Tennis has also been  
25

1 demonstrated to improve work ethic, discipline, and  
2 sportsmanship.  
3

4 Over 80 percent of young people served by  
5 NYJTL are Black, Latino, Asian, and from immigrant  
6 populations. Over 70 percent are 10 and under. Many  
7 are from low-income families and neighborhoods where  
8 young people typically lack access to the opportunity  
9 to learn the sport of tennis.

10 Thank you for the opportunity to give  
11 feedback about Summer Rising. NYJTL is a DYCD-  
12 contracted Summer Rising with 23 sites and about  
13 3,500 students enrolled. From this experience, we  
14 know the pluses and minuses of the program and would  
15 like to share some of our experiences.

16 First and foremost, young people need  
17 opportunities during the summer, so any effort to  
18 provide this opportunity should be acknowledged and  
19 built upon. Space is simply not adequate. For  
20 example, one of our sites, PS75, was assigned up to  
21 600 Summer Rising students, but the school building  
22 was only able to handle 250 to 300 students. Building  
23 conditions are also a limitation. Often the spaces  
24 used are too hot for programming. For the Summer 2025  
25 program, the enrollment needs to match the school

1 capacity and must account for the high temperatures  
2 in the summer.  
3

4 Many students enroll and do not come,  
5 likely because they don't want the academic portion.  
6 This frustrates waitlisted families..

7 SERGEANT-AT-ARMS: Thank you. Your time is  
8 expired.

9 COMMITTEE COUNSEL JEAN-FRANÇOIS: You can  
10 finish up.

11 GRACE BODENMANN: Okay. This frustrates  
12 waitlisted families, and there is no way to account  
13 for students who do not show up in the attendance  
14 system. As a CBO provider, we are still beholden to  
15 their attendance ROP numbers for the session. One way  
16 to resolve this is to set aside seats for those  
17 students who are in the provider's program during the  
18 school year. The ongoing relationship the CBO has  
19 developed with families over the year will help  
20 reduce no-shows.

21 There should be equity among schools and  
22 CBOs for funding. Currently, schools receive more  
23 funding than CBOs, even though CBOs engaged kids for  
24 longer periods of time. Despite this disparity,  
25 schools often depend on CBO staff to support



1 classrooms during the academic portion when  
2 paraprofessional assistance is not available.

3  
4 We are grateful for the opportunity to  
5 share our experiences and expertise, and I'm happy to  
6 answer any questions you may have. We thank the  
7 Council for your commitment to the youth of our city  
8 and for your sustained support to NYJTL.

9 COMMITTEE COUNSEL JEAN-FRANÇOIS: Thank  
10 you to everyone on the panel. Next panel, Kha'ja,  
11 Galloway, and then Nedelyn Helena-Diaz. Kha'ja.

12 SERGEANT-AT-ARMS: You may begin.

13 KHA'JA: Hello. How are you? My name is  
14 Kha'ja. I'm an advocate and a client and also a  
15 member of AFC's YLAP, our Youth and Leadership  
16 Advocacy Program.

17 In relation to DYCD's YAB, we just want  
18 to be a part of the creative process in establishing  
19 what that looks like. The main question that we have  
20 is the transparency of the work that is done and also  
21 how the youth are compensated and what role they have  
22 in programming. I think we have a lot of value to  
23 share and help DYCD's YAB strive and avoid stumbling  
24 blocks and be effective change in the community.  
25 That's pretty much it. The main key things are who

1  
2 the members are, how the members get selected, what  
3 are the criteria, and how are they compensated youth  
4 specifically, and the transparency of the work that's  
5 done on the YAB. (INAUDIBLE)

6 COMMITTEE COUNSEL JEAN-FRANÇOIS: Thank  
7 you. Galloway.

8 SERGEANT-AT-ARMS: You may begin.

9 GALLOWAY: Good afternoon, Committee  
10 Members, and thank you, Chair Josephs and Chair  
11 Stevens for holding today's hearing. My name is  
12 Galloway, and I'm the Advocacy Manager at the Ali  
13 Forney Center, which serves and advocates for  
14 LGBTQIA+ youth experiencing homelessness in New York  
15 City.

16 I'm here today to express our strong  
17 support for Intro. 0794. This bill is a critical step  
18 towards ensuring that young people, especially those  
19 who have lived experience with housing instability  
20 and marginalization, have a true seat at the table.  
21 At the Ali Forney Center, we understand that  
22 centering youth voices in policymaking is essential,  
23 not just because it allows for responsive  
24 programming, but for building trust and actionable  
25 solutions that address the real issues youth face. We

1 have a Youth Action Board here at AFC, and this is  
2 where our youth are empowered to share their  
3 insights, inform decisions, and shape the programs  
4 designed to serve them. This Action Board doesn't  
5 just exist in the name. It's a vital part of our  
6 advocacy efforts. Our youth participate regularly in  
7 telling us how having a platform to help shape the  
8 policies that affect them has had a huge and  
9 meaningful impact on their confidence and engagement.  
10 Graduates of our first Youth Advocacy Internship  
11 close to 10 years ago were integral in the creation  
12 of the NYCD HUD Continuum of Care Youth Advisory  
13 Board and advocating for youth to have a voting seat  
14 in this committee. The national model has proven to  
15 be a tremendous asset to youth getting connected to  
16 services they need to exist and exit RHY services  
17 successfully on their terms.

18  
19 Intro. 0794 offers the opportunity to  
20 expand this empowerment citywide, establishing a  
21 formal structure where young people can lead on  
22 issues impacting their lives. A Youth Board with real  
23 authority would bring diverse perspectives and lived  
24 expertise and experiences that policymakers simply  
25 cannot replicate. We urge you to pass this bill to

1  
2 invest in young leaders and to ensure that youth  
3 voice is not only heard, but actively incorporated  
4 into actionable leadership. Thank you for this time  
5 and consideration, and we look forward to your  
6 continued partnership. Thank you.

7 COMMITTEE COUNSEL JEAN-FRANÇOIS: Thank  
8 you. Nedelyn.

9 NEDELYN HELENA-DIAZ: Good afternoon.  
10 Thank you to the Chairs of the Committee and the  
11 Council Members here today. My name is Nedelyn Diaz.  
12 I'm a member of the New York City Youth Action Board  
13 and Project Unite, where I work alongside the  
14 Coalition for Homeless Youth and Youth Empowered and  
15 Strong Care for Young People Facing Homelessness and  
16 Housing Instability.

17 Through my involvement with the YAB, I  
18 advocate for youth who have been through experiences  
19 similar to mine, navigating challenges like housing  
20 instability, foster care, and homelessness. My role  
21 has allowed me to speak out, organize, and work to  
22 ensure that others have access to safety, guidance,  
23 and resources. As someone with lived experience, I've  
24 seen firsthand the critical need for a Youth Board  
25 that reflects the voices of young people impacted by

1 the systems meant to protect them. This is why I  
2 strongly believe the Youth Board within the  
3 Department of Youth and Community Development, DYCD,  
4 should include individuals like me who have lived  
5 these challenges and can offer firsthand perspective  
6 on the gaps in services and the real needs of youth.  
7 By amending the Charter to ensure a youth  
8 representative between 16 and 24, we're taking a step  
9 toward meaningful change. Youth like me can bring  
10 unique insights to the table, insights that are vital  
11 to addressing the needs of young people in New York  
12 City. This representation means a stronger and more  
13 responsive Board that can advocate for policy changes  
14 to better protect and empower our youth. Our  
15 community deserves leaders who understand these  
16 challenges from the inside. I urge you to support  
17 this amendment to the New York City Charter so that  
18 we can ensure young people's voices are heard at  
19 every level. Thank you for your time and for giving  
20 me the opportunity to share today. Thank you. That  
21 concludes my testimony.

22  
23 COMMITTEE COUNSEL JEAN-FRANÇOIS: Thank  
24 you for your testimony and thank you to everybody on  
25 the panel.

1  
2 We will now return to in-person  
3 testimony. Lupe Hernandez.

4 LUPE HERNANDEZ: Good afternoon, Chair  
5 Joseph, Chair Stevens. Thank you so much for holding  
6 this hearing today. My name is Lupe Hernandez, and  
7 I'm here speaking in my own personal capacity as a  
8 parent of a New York City Public School student, one  
9 that has been participating in Summer Rising, but  
10 also has a 12-month IEP so has been attending school  
11 year-round, and I can tell you that since the  
12 beginning of Summer Rising, although there were some  
13 improvements, and I will acknowledge that, and even  
14 acknowledge the fact that his academic day morning  
15 was great, and it's because it's the same location  
16 he's been going to for all of his elementary school,  
17 but busing for the Summer Rising piece still seems to  
18 be not adequate. Even with rideshare, we experienced  
19 a voucher that never was actually validated, so  
20 therefore we never got the opportunity to use  
21 rideshare during Summer Rising, and his first day  
22 trying to access the Summer Rising piece, he has a  
23 para, so that para, unfortunately, I guess, was not  
24 there the remainder of the day, and when he started,  
25 they didn't know which program he was supposed to be

1  
2 in so he was by himself in the cafeteria with staff,  
3 while all the other kids were in the CBO portion of  
4 the afternoon, and he was traumatized because they  
5 were asking him what program he's in and he had to  
6 text and call me to ask me where am I supposed to go,  
7 which I find extremely problematic, and it deterred  
8 him from wanting to ever go back and try again and  
9 that was heartbreaking because that was supposed to  
10 be the fun part of the day. CBO, they actually  
11 testified, Education Alliance, and I will speak to  
12 the piece of funding, because he went to them last  
13 year, which I'm still waiting for reimbursements for  
14 the rideshare from last year, by the way but, this  
15 year, orientation stated that they would have field  
16 trips every Thursday, Friday. Not a single field  
17 trip. The CBO did not get to take the kids on a  
18 single field trip. The only field trip he went on was  
19 through the classroom, through the 12-month IEP. That  
20 teacher took the class to the Apple Store, but that  
21 was the only field trip that he got to participate  
22 in, and that was, I think, something he was looking  
23 forward to the most, and when he found out, they  
24 essentially told us in the beginning, we're not doing  
25 field trips, we don't have the money to do field

1  
2 trips. Meanwhile, there were other CBOs that were  
3 actually participating in taking kids every week so  
4 inequity. NEST program kids also, busing is picked,  
5 you know, the children are waiting from 12 in the  
6 afternoon to when their program ends to get picked up  
7 at 3 p.m., which we've been advocating and saying  
8 this is extremely problematic. If these kids are gone  
9 by 12, the bus should be picking them up and taking  
10 them home at 12. Thank you so much.

11 CO-CHAIRPERSON STEVENS: Well, thank you  
12 for coming, and I really appreciate you taking the  
13 time. Especially, I don't think we had any parents  
14 testify, which I think is extremely important to talk  
15 about the experiences, and just even the highlight  
16 of, like, the inequity sometimes within the CBOs,  
17 right, because it is true, although they get paid the  
18 same for contracting, but with staffing and all the  
19 other things that come with it, sometimes it can't  
20 happen, and because even with not having flexibility  
21 with the schedule, that also hinders being able to go  
22 on trips because you only have Fridays, right, and so  
23 that also puts a lot of competition because I  
24 remember when I used to do camp, we had to start  
25 planning our trips in January. Otherwise, everything



1  
2 is booked up by, like, March so I think, you know,  
3 that's why we're having this hearing today to talk  
4 about how do we look at having a little bit more  
5 flexibility for programming and providers and, you  
6 know, I'm happy that he had at least a good  
7 experience during the day and definitely can work on  
8 thinking about ways to enhance, because a child  
9 should never be left alone with anybody, right, and,  
10 like, the adults should have, like, all been like,  
11 wait a minute, let's figure this out before leaving  
12 or dropping them off, and I think that's one of the  
13 problems, what does those handoffs look like  
14 sometimes, especially with new kids who don't know  
15 the providers or they're new, what does that look  
16 like so I'm sorry about that experience, but thank  
17 you for being here. I really appreciate it.

18 LUPE HERNANDEZ: Thank you.

19 CO-CHAIRPERSON JOSEPH: If the following  
20 panelists are present in person or on Zoom and wish  
21 to testify, please see the Sergeant-at-Arms in the  
22 back of the room or use the raise hand feature on  
23 Zoom, Aaliyah (phonetic) McAllister, Michelle Avila,  
24 Dante Bravo, and Paulette Healy.

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No hands. This concludes our hearing.

[GAVEL]

C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date November 4, 2024