

**Testimony of the New York City Department of Education and the New York City
School Construction Authority on the FY2017 Preliminary Capital Budget**

Before the New York City Council Committee on Education

March 8, 2016

Elizabeth Rose, Deputy Chancellor, Division of Operations

INTRODUCTION & OVERVIEW

Good afternoon Chair Dromm and Members of the Education Committee. My name is Elizabeth Rose, Deputy Chancellor for the Division of Operations at the New York City Department of Education (DOE). I am joined by Lorraine Grillo, President and Chief Executive Officer of the New York City School Construction Authority (SCA). We are pleased to be here today to discuss the proposed 2016 Amendment to the FY2015-2019 five-year Capital Plan, which contains an increase of \$1.4 billion in new funding from the Spring 2015 Adopted Amendment. We are grateful to the City Council for its strong support and generous funding to our schools. Your support enables us to continue to meet this Administration's goals of growth, sustainability, equity, and resilience by creating over 44,000 new school seats in areas of overcrowding and projected enrollment growth.

The Proposed Amendment includes funding for the creation of 11,800 additional seats across the City, which will allow us to site and create new capacity in districts with persistent or projected overcrowding. Further, the Proposed Amendment also continues to fund key Administration priorities to create additional high-quality full-day Pre-Kindergarten seats, remove all Transportable Classrooms Units (TCUs) from the system, and reduce class sizes. The Plan also targets much-needed improvements for our aging infrastructure.

The proposed \$14.9 billion, FY2015-2019 Capital Plan Amendment is funded by State and City tax levy and \$783 million in proceeds from the New York State Smart Schools Bond Act (SSBA). The DOE's proposed allocation of Smart Schools Bond Act proceeds, known as the Smart Schools Investment Plan (SSIP) allocates funds to technology, Pre-K For All capacity, and removal of TCUs, and is available on DOE's Web site. As part of the public review process, we are currently accepting public comment and will be holding two public hearings. The SSIP will be considered by the Panel for Educational Policy in April, and if approved, submitted to the State.

CAPITAL PLANNING PROCESS

As many of you know, we developed an annual amendment process beginning with the FY 2005-2009 Plan. Regularly reviewing our Capital Plan allows us to identify emerging needs quickly and gives us the opportunity to make changes as necessary.

To track changing needs, we conduct an annual Building Condition Assessment Survey (BCAS), in which we send architects and engineers to evaluate our approximately 1,300 buildings (excluding

TCUs and other buildings that do not have student capacity). This survey generates our needs for Capital Investment projects to maintain our buildings in good repair.

We also update enrollment projections annually. These projections incorporate data on birth rates, immigration rates, and migration rates from various City agencies. Additional agencies provide statistics on housing starts and rezoning efforts. Using a broad range of sources provides a complete view of potential student demand, and annual updates allow us to make timely adjustments when there is a sustained increase in student population in one part of the City or a decline in student population in another. These enrollment projections, which are performed on a district and sub-district level, help inform our need for new capacity projects.

In addition to evaluating our school buildings and student population, public feedback plays a crucial role in our capital planning process. Each year, we undertake a public review process with Community Education Councils (CECs), the City Council and other elected officials, and community groups. We offer every CEC in the City the opportunity to conduct a public hearing on the Plan and we partner with individual Council Members and CECs to identify local needs. Your insights in this process are essential, and we look forward to our continued partnership.

FY2015-2019 CAPITAL PLAN AMENDMENT HIGHLIGHTS

The proposed 2016 Amendment includes \$5.6 billion for capacity, \$5.6 billion for capital investment, and \$3.7 billion for mandated programs.

Capacity Program

The proposed FY2015-2019 Plan Amendment creates over 44,000 seats that will address overcrowding as well as two Administration priorities: Pre-K For All expansion and a Class Size Reduction Initiative.

Of the \$5.6 billion allocated to capacity, \$4.4 billion is dedicated to creating more than 44,300 new seats through an estimated 80 projects within school districts experiencing the most critical existing and projected overcrowding. The Proposed 2016 Amendment identifies a seat need of approximately 83,000 seats, an increase of 33,000 seats from the June 2015 Adopted Plan as a result of increased enrollment projections and methodology changes in the DOE's Enrollment, Capacity, and Utilization report, commonly known as the Blue Book. This finding of additional seat need is in part a result of the recommendations of our community partners on the Blue Book Working Group, who voiced long-standing concerns regarding the way school space is used, and how capacity is measured and reflected. I would like to thank the members of the Working Group for their commitment and recommendations.

Additionally, \$670 million has been allocated for Pre-K For All seats, which will increase our seat capacity by more than 7,600 seats across the City.

Finally, the Capital Plan recognizes the need for targeted investments in areas of the city that may be geographically isolated and have unfunded seat need. Schools in these areas may also have a high rate of utilization and TCUs. \$490 million is allocated in our Class Size Reduction Program to build additions or new buildings near school buildings that would significantly benefit from additional capacity. \$62 million has also been allocated to replace facilities where leases expire during this Plan.

Capital Investment

Nearly 70 percent of the \$5.6 billion Capital Investment allocation, which includes Resolution A projects, will address the buildings identified in our annual building survey as most in need of repair, such as roof and structural repairs, safeguarding our buildings against water infiltration, and other facility projects. The Capital Investment category also includes funding for upgrades to fire alarms, public address systems, and removal of TCUs.

More specifically, \$450 million has been allocated to remove TCUs and redevelop the yard space where the TCUs are located. Since October 2013, we have removed 73 TCUs and have developed plans to remove 107 more, leaving a remaining balance of approximately 175 TCUs not yet slated for removal. It is important to note that the removal schedule is contingent upon capacity constraints within the area and the input of local school communities.

The remaining nearly 30 percent, or \$1.4 billion, will go toward School Enhancement projects, which include upgrading instructional spaces in existing buildings, such as the restructuring of classrooms including the creation of health centers in our Renewal Schools, upgrades to commonly used areas, safety and security, and technology upgrades. I would like to speak more about our Facility and Technology Enhancement Programs.

The proposed 2016 Amendment includes approximately \$753.6 million for facility enhancements, which represents an increase of nearly \$67.6 million, from the adopted 2015 Plan. Some of the highlights of the program include electrical upgrades to our buildings, which have experienced increases in their utilization rates, and a program to renovate existing school cafeterias to better align our existing facilities with SchoolFood's mission of promoting healthy and attractive food choices to our students.

In order for our students to become college and career ready in a digital and information age, we will make certain that technology upgrades remain a priority in the Proposed Amended Plan. We are committed to bridging any existing gaps in technology in our schools, in order to implement the Administration's instructional priorities of Computer Science for All, and other programs including the Software Engineering Pilot Program, and Advanced Placement Computer Science courses.

Specifically, \$650 million of the technology spending under this Plan will build on our school buildings' core technology infrastructure. This funding allows us to continue to transform our school environments from industrial age to information age schools where learning can be customized to each child's unique needs. Over the course of the Plan, essential upgrades and

incorporation of next-generation broadband, wireless, and learning technologies are planned for all school buildings.

As part of the technology program, approximately \$145 million will be invested in upgrading legacy systems such as student information systems, improving enterprise-level learning platforms, developing new data systems, and upgrading business operation systems in support of school needs.

Mandated Programs

The total cost to support the City's effort to remove and replace all polychlorinated biphenyl (PCB)-containing lighting fixtures throughout the entire school system is \$1.0 billion, about half of which was covered by the previous five-year Capital Plan. The proposed 2016 Amendment allocates \$480 million to replace all remaining lighting fixtures in our schools. I am particularly pleased to say that this long-term project will be complete by the end of this calendar year, December 2016, five years ahead of the original schedule.

The Mandated Programs category also includes approximately \$750 million for boiler conversions in approximately 125 buildings currently using Number 4 oil. The remaining funds are assigned to cover other required costs, including insurance and completion of projects from the prior Plan.

CONCLUSION

We understand that the public school system as a whole continues to experience pockets of overcrowding, and we are working to address these concerns through new school construction. We remain focused on remedying these issues and will continue to rely on your feedback and support as we do so.

Our annual capital planning process has already benefited significantly from your input, and our students have benefited from your generous support of capital projects. With continued collaboration and tens of thousands of seats slated to come online over the next five to seven years, we remain confident that the expansion and enhancement of school buildings across the five boroughs will improve the educational experiences for the City's 1.1 million school children as well as the teachers and staff who serve them.

Thank you again for allowing us to testify today and we would be happy to answer any questions you may have.



Five Year Capital Plan
Fiscal Years 2015 – 2019
January 2016 Amendment

March 8, 2016



Adopted 2015 FY 2015-2019 Capital Plan and Proposed January 2016 Amendment

- Adopted 2015 FY 2015-2019 Capital Plan: \$13.5 billion
- Proposed January 2016 Amendment: \$14.9 billion
 - > Increase of \$1.4 billion:
 - FY16 Reso A
 - Hurricane Sandy Reimbursement
 - Renewal School Based Health Centers
 - Proposed Additional Funding

Proposed January 2016 Amendment Funding

Capacity Program \$5.6 billion

Capital Investments \$5.6 billion

Mandated Programs \$3.7 billion

Total \$14.9 billion

Capacity Program - \$5.6B

New Capacity \$4.4 billion

- Creation of approximately 44,000 seats

Pre-Kindergarten Initiative \$670 million

- Creation of over 7,640 new Pre-Kindergarten seats

Class Size Reduction \$490 million

- Creation of approximately 4,900 seats

Facility Replacement \$ 62 million

New Capacity Program

Proposed Funding: **44,348 seats**

- The program includes an estimated 80 buildings:
 - > 76 PS or IS school buildings: 42,602 seats
 - Bronx
 - Brooklyn
 - Manhattan
 - Queens
 - Staten Island
 - > Four IS/HS school buildings: 1,746 seats

New Capacity by District

District	Total January 2016 Identified Need	January 2016 Funded Need	Additional Need (Unfunded)
2	3,232	3,190	42
3	692	692	0
7	1,028	456	572
8	1,028	456	572
9	572	0	572
10	5,692	3,016	2,676
11	2,492	640	1,852
12	1,484	912	572
13	3,417	2,593	824
14	1,563	991	572
15	7,546	3,840	3,706
19	1,000	1,000	0
20	10,322	4,869	5,453
21	2,436	912	1,524
22	1,300	456	844
24	9,403	4,869	4,534
25	5,123	2,221	2,902
26	2,504	924	1,580
27	1,736	972	764
28	3,638	1,920	1,718
30	5,975	4,536	1,439
31	3,348	1,736	1,612
78Q	6,880	2,802	4,078
78R	400	345	55
TOTAL	82,811	44,348	38,463

Pre-Kindergarten Sites

Borough	District	Project/Building Name	Number of seats	Anticipated Opening Year
M	2	PRE-K CENTER @ 2-26 WASHINGTON	108	Sep-15
M	2	PRE-K CENTER @ 2 LAFAYETTE STREET	36	Feb-16
X	7	PRE-K CENTER @ 105 WILLIS AVENUE	90	Sep-15
X	7	PRE-K CENTER @ 535 UNION AVENUE	180	Sep-15
X	9	PRE-K CENTER @ 1434 OGDEN AVENUE	90	Sep-15
X	10	PRE-K CENTER @ 3605 SEDGWICK AVENUE	36	Sep-16
X	10	PRE-K CENTER @ 3560 WEBSTER AVENUE	90	Feb-16
X	10	PRE-K CENTER @ 2510 MARION AVENUE (PHASE I)	234	Sep-15
X	10	PRE-K CENTER @ 2510 MARION AVENUE (PHASE II)	54	Sep-16
X	10	PRE-K CENTER @ 2490-2500 WEBSTER AVENUE	198	Sep-17
K	13	DOCK ST CAMPUS	72	Feb-16
K	15	PRE-K CENTER @ 500 19TH STREET	288	Sep-15
K	15	PRE-K CENTER @ 173 25TH STREET	108	Sep-15
K	15	PRE-K CENTER @ 219 25TH STREET	72	Sep-17
K	15	PRE-K CENTER @ 305-307 3RD AVENUE	54	Sep-16
K	15	PRE-K CENTER @ 131 UNION STREET	36	Sep-16
K	20	PRE-K CENTER @ 550 59TH STREET	162	Sep-16
K	20	PRE-K CENTER @ 1258 65TH STREET	126	Sep-15
K	20	PRE-K CENTER @ 140A 58TH STREET	126	Sep-15
K	20	PRE-K CENTER @ 8501 5TH AVENUE	18	Sep-15
K	20	PRE-K CENTER @ 369 93RD STREET	252	Sep-17
K	20	PRE-K CENTER @ 21 BAY 11TH STREET (PHASE I)	234	Sep-15
K	20	PRE-K CENTER @ 21 BAY 11TH STREET (PHASE II)	54	Sep-16
K	20	PRE-K CENTER @ 1355 84TH STREET (PHASE I)	90	Sep-15
K	20	PRE-K CENTER @ 1355 84TH STREET (PHASE II)	72	Sep-16
K	20	PRE-K CENTER @ 7401 FORT HAMILTON PARKWAY	270	Sep-15
K	20	PRE-K CENTER @ 621 86TH STREET	108	Sep-17
K	20	PRE-K CENTER @ 2165 71ST STREET	90	Feb-16
K	20	PRE-K CENTER @ 1423 62ND STREET	324	Sep-17

Pre-Kindergarten Sites (cont'd)

Borough	District	Project/Building Name	Number of seats	Anticipated Opening Year
K	20	PRE-K CENTER @ 1668 46TH STREET	180	Sep-15
K	21	PRE-K CENTER @ 2202 60TH STREET	108	Sep-15
K	21	PRE-K CENTER @ 1223 CONEY ISLAND AVENUE	72	Sep-16
K	21	PRE-K CENTER @ 385 AVENUE W	126	Sep-15
K	21	PRE-K CENTER @ 10 BOUCK COURT	180	Sep-16
K	21	PRE-K CENTER @ 1215 AVENUE X	108	Sep-15
K	22	PRE-K CENTER @ 3610 GLENWOOD ROAD	144	Sep-15
K	22	PRE-K CENTER @ 1340 EAST 29TH STREET	252	Sep-15
K	22	PRE-K CENTER @ 1139 CONEY ISLAND AVENUE	144	Sep-15
Q	24	PRE-K CENTER @ 106-02 NORTHERN BOULEVARD	36	Sep-16
Q	24	PRE-K CENTER @ 46-16 76TH STREET	108	Sep-15
Q	24	PRE-K CENTER @ 44-15 JUDGE STREET	144	Sep-15
Q	24	PRE-K CENTER @ 56-01 61ST STREET	162	Sep-15
Q	24	PRE-K CENTER @ 68-20 MYRTLE AVENUE	180	Sep-15
Q	25	PRE-K CENTER @ 14-45 143RD STREET	108	Sep-16
Q	25	PRE-K CENTER @ 123-07 22ND AVENUE	144	Sep-16
Q	28	PRE-K CENTER @ 89-14 PARSONS BOULEVARD	72	Sep-15
Q	28	PRE-K CENTER @ 83-30 KEW GARDENS	72	Sep-15
Q	28	PRE-K CENTER @ 132-10 JAMAICA AVENUE	90	Sep-15
Q	29	PRE-K CENTER @ 168-42 JAMAICA AVENUE	126	Sep-15
Q	29	PRE-K CENTER @ 100-01 SPRINGFIELD BOULEVARD	162	Sep-15
Q	30	PRE-K CENTER @ 96-10 23RD AVENUE	108	Sep-15
Q	30	PRE-K CENTER @ 32-52 37TH STREET (PHASE I)	270	Sep-15
Q	30	PRE-K CENTER @ 32-52 37TH STREET (PHASE II)	144	Sep-16
R	31	ECC @ 1625 FOREST AVENUE	90	Sep-15
R	31	PRE-K CENTER @ 120 STUYVESANT PLACE	108	Sep-15
R	31	PRE-K CENTER @ 1 TELEPORT DRIVE	144	Sep-15
X	N/A	PRE-K CENTER @ BROADWAY	54	Sep-16
Q	N/A	PRE-K CENTER @ 48TH AVENUE	90	Sep-16
Q	N/A	PRE-K CENTER @ NORTHERN BOULEVARD	65	Sep-16
Q	N/A	PRE-K CENTER @ QUEENS BOULEVARD	90	Sep-16
Q	N/A	PRE-K CENTER @ 43RD AVENUE	90	Sep-16

Capital Investment - \$5.6 Billion

•Capital Improvement Program: \$ 3.7 Billion

- Building Systems - \$3.1 Billion
 - Evaluated through the Building Condition Assessment Survey (BCAS). Addressing only the most urgent conditions (primarily projects rated 5 under BCAS)
 - Exterior
 - Interior
 - » Includes upgrades to life safety systems such as fire alarms and public address systems
 - Site Improvements
- Transportable Classroom Unit (TCU) Removals - \$450 Million
 - Funds the removal of all TCUs (~174 remaining units)
- Athletic Field Upgrades - \$125 Million

Capital Investment continued - \$5.6 Billion

•School Enhancements: \$ 1.4 billion

- > Restructuring - \$362 million
 - Includes \$72 million to fund ~27 Renewal School Based Health Centers by 2018-19 school year
- > Safety - \$100 million
 - Includes the video surveillance camera program
- > Middle School Science Lab Upgrades - \$50 million
- > Accessibility -\$100 million
 - Provides for additional accessible facilities throughout the City
- > Physical fitness, libraries, and auditorium upgrades - \$41 million
- > Bathroom upgrades - \$100 million
 - Program to upgrade student bathrooms that are functional but outdated.
- > Technology - \$650 million
 - Primarily infrastructure upgrades

Mandated Programs - \$3.7B

Selected categories include:

PCB Lighting Replacements \$480 million

- Replacement of all PCB containing light fixtures

Boiler Conversions \$750 million

- Allows for boiler conversion of approximately 125 buildings with boilers burning #4 oil

Wrap Up Insurance \$831 million

- Increasing cost of Owner Controlled Insurance Program

Prior Plan Completion \$661 million

- Allows for completion of 5th plan projects

TCUs Removal Program

DISTRICT	BUILDING NAME	NO OF TCUS	REMOVAL STATUS
6	P.S. 5 TRANSPORTABLE - M	2	REMOVED
9	P.S. 28 TRANSPORTABLE - X	1	REMOVED
9	I.S. 117 TRANSPORTABLE - X	1	REMOVED
11	P.S. 96 TRANSPORTABLE - X	11	REMOVED
11	P.S. 106 TRANSPORTABLE - X	5	REMOVED
18	P.S. 276 TRANSPORTABLE - K	8	REMOVED
18	P.S. 135 TRANSPORTABLE - K	2	REMOVED
18	P.S. 208 TRANSPORTABLE - K	4	REMOVED
18	P.S. 235 TRANSPORTABLE - K	2	REMOVED
18	P.S. 268 TRANSPORTABLE - K	1	REMOVED
20	P.S. 170 TRANSPORTABLE - K	2	REMOVED
22	P.S. 194 TRANSPORTABLE - K	1	REMOVED
27	RICHMOND HILL HS TRANSPORTABLE - Q	11	REMOVED
28	P.S. 55 TRANSPORTABLE - Q	3	REMOVED
28	P.S. 140 TRANSPORTABLE - Q	4	REMOVED
29	P.S. 35 TRANSPORTABLE - Q	2	REMOVED
29	P.S. 38 TRANSPORTABLE - Q	3	REMOVED
29	P.S. 176 TRANSPORTABLE - Q	2	REMOVED
29	P.S. 132 TRANSPORTABLE - Q	2	REMOVED
30	P.S. 70 TRANSPORTABLE - Q	2	REMOVED
30	P.S. 92 TRANSPORTABLE - Q	2	REMOVED
31	CURTIS HS TRANSPORTABLE - R	2	REMOVED
TOTAL # OF UNITS REMOVED		73	

TCUs Removal Program

3	P.S. 163 TRANSPORTABLE - M	2	REMOVAL PLAN IDENTIFIED
6	P.S. 48 TRANSPORTABLE - M	2	REMOVAL PLAN IDENTIFIED
7	CROTONA ACADEMY - X	8	REMOVAL PLAN IDENTIFIED
8	P.S. 14 TRANSPORTABLE - X	2	REMOVAL PLAN IDENTIFIED
10	I.S. 80/P.S. 280 TRANSPORTABLE - X	4	REMOVAL PLAN IDENTIFIED
10	J.F. KENNEDY HS TRANSPORTABLE - X	2	REMOVAL PLAN IDENTIFIED
15	P.S. 32 TRANSPORTABLE - K	7	REMOVAL PLAN IDENTIFIED
18	P.S. 219 TRANSPORTABLE - K	1	REMOVAL PLAN IDENTIFIED
18	P.S. 235 TRANSPORTABLE - K	2	REMOVAL PLAN IDENTIFIED
18	P.S. 272 TRANSPORTABLE - K	3	REMOVAL PLAN IDENTIFIED
19	P.S. 214 TRANSPORTABLE - K	7	REMOVAL PLAN IDENTIFIED
19	P.S. 290 TRANSPORTABLE - K	1	REMOVAL PLAN IDENTIFIED
19	I.S. 302 TRANSPORTABLE - K	3	REMOVAL PLAN IDENTIFIED
19	EAST NY FAMILY ACADEMY TRANS - K	6	REMOVAL PLAN IDENTIFIED
22	P.S. 152 TRANSPORTABLE - K	2	REMOVAL PLAN IDENTIFIED
22	P.S. 193 TRANSPORTABLE - K	2	REMOVAL PLAN IDENTIFIED
22	P.S. 198 TRANSPORTABLE - K	2	REMOVAL PLAN IDENTIFIED
24	P.S. 19 TRANSPORTABLE - Q	5	REMOVAL PLAN IDENTIFIED
24	I.S. 125 TRANSPORTABLE - Q	4	REMOVAL PLAN IDENTIFIED
24	P.S. 143 TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
24	P.S. 199 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
25	P.S. 24 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
25	P.S. 163 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
25	P.S. 193 TRANSPORTABLE - Q	1	REMOVAL PLAN IDENTIFIED
26	BAYSIDE HS TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
26	B. N. CARDOZO HS TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
27	P.S. 123 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
27	I.S. 226 TRANSPORTABLE - Q	1	REMOVAL PLAN IDENTIFIED
27	P.S. 66 TRANSPORTABLE - Q	1	REMOVAL PLAN IDENTIFIED
28	P.S. 30 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
28	P.S. 121 TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
28	P.S. 40 TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
28	P.S. 144 TRANSPORTABLE - Q	1	REMOVAL PLAN IDENTIFIED
29	P.S. 33 TRANSPORTABLE - Q	1	REMOVAL PLAN IDENTIFIED
29	P.S. 52 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
29	P.S. 156 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
30	P.S. 11 TRANSPORTABLE - Q	4	REMOVAL PLAN IDENTIFIED
30	WILLIAM BRYANT HS TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
31	PORT RICHMOND HS TRANS. - R	2	REMOVAL PLAN IDENTIFIED
TOTAL # OF UNITS IN PROCESS OF BEING REMOVED		107	
TOTAL # OF UNITS REMOVED OR IN PROCESS		180	

NEW SCHOOL IN CONSTRUCTION



**PS 317 – Opening September 2017
(District 8, 1028 White Plains Road)**

NEW SCHOOL ADDITION IN CONSTRUCTION



**PS 14 Addition– Opening September 2018
(District 8, 3041 Bruckner Boulevard)**

NEW SCHOOL IN CONSTRUCTION



**PS/IS 338 – Opening September 2017
(District 22, 510 Coney Island Avenue)**

NEW SCHOOL IN CONSTRUCTION



IS 311 - Opening September 2016
(District 24, 97-11 44th Avenue)

NEW SCHOOL ADDITION IN CONSTRUCTION



**PS 163 Addition - Opening September 2016
(District 25, 159-01 59 Avenue)**

NEW SCHOOL IN CONSTRUCTION



**PS 332 – Opening September 2017
(District 26, 210-07 48th Avenue)**

NEW SCHOOL IN CONSTRUCTION

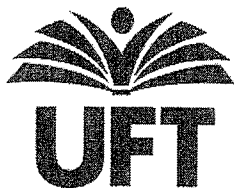


**PS 335 - Opening September 2017
(District 27, 150-15 Raleigh Street)**

NEW SCHOOL ANNEX IN CONSTRUCTION



**Curtis High School Annex- Opening September 2017
(District 31, 105 Hamilton Avenue)**



TESTIMONY OF
THE UNITED FEDERATION OF TEACHERS

BEFORE THE NEW YORK CITY COUNCIL
COMMITTEES ON EDUCATION & FINANCE

REGARDING THE PRELIMINARY FY 2017
EDUCATION CAPITAL BUDGET

MARCH 8, 2016

Good afternoon. My name is Emil Pietromonaco and I am the Secretary of the United Federation of Teachers. On behalf of the UFT, I thank the City Council for its unwavering support of our members and our school communities. Your work makes a difference in the lives of New York City's 1.1 million students. We commend the efforts of Education Committee Chair Dromm and Finance Chair Ferreras-Copeland, and thank them for inviting us to testify on the Capital Plan for New York City.

Overview

This year, we are encouraged that the Capital Plan is beginning to tackle some of the school system's most intractable issues. The \$1.4 billion proposed increase brings the five-year spending total up to \$14.9 billion. With this money, we can potentially make significant progress towards alleviating overcrowding and reducing class size as well as increase the number of pre-kindergarten seats. We can also make strides in introducing more "green" technology into our buildings, as well as continue the removal of PCB-laden lighting fixtures. We can also address those schools that lack modern laboratories or access to the Internet.

A critical issue in this plan is the Smart School Bond Act. We are counting on New York State to provide \$783 million from bond revenue to New York City. Losing that financing, or not having it in time for this year's capital plan, will severely hamper technology projects, expansion of pre-kindergarten and the removal of temporary classroom units, i.e. trailers.

Smaller Classes

For years now, parents and educators have complained about our crowded classrooms. Teachers usually have many students at different levels of achievement in a typical classroom; the more students there are, the harder it is for a teacher to provide individualized attention. Many schools have taken creative measures to meet the needs of populations that exceed a school's capacity, even going so far as to convert closets into resource rooms for students.

Research has shown the positive effect on student achievement when classes are smaller, especially when the students are from low-income families. It's always been common sense to us. Smaller class sizes are at the core of improving the quality of education in this city. Every child deserves to be in the right-size classroom so that he or she can receive individual attention.

The recently proposed Amendment to the 2015-19 Capital Plan attempts to address these issues. The recent addition of 11,800 seats, to bring the total number of funded seats to more than 44,000, is a huge step forward for everyone. According to the Amendment, almost 13,000 of those seats are under design. We are now at the mid-point in this five-year capital plan. In the months ahead, we hope the School Construction Authority (SCA) can provide stakeholders with updates on the design and construction of all 44,000 of these critical seats. Both the Independent Budget Office in its recent analysis and passionate advocates such as Class Size Matters acknowledge the need for many new seats beyond those already outlined in the Capital Plan, particularly in Districts 10 and 11 in the Bronx, Districts 15, 20, 21, and 22 in Brooklyn, and most districts in Queens.

What's more, the \$490 million specifically allocated to reduce class size in targeted schools is a welcome change in the conversation. We understand that the DOE and SCA are working together to identify schools that need relief, and we encourage them to include all stakeholders in that conversation. That way, all communities benefit. We are particularly encouraged that some relief is coming to PS 19 in the Bronx, which is at 147% capacity, East New York Family Academy in Brooklyn which is at 164%, and PS 131 in Queens, at nearly 200%.

We applaud everyone involved for making the necessary changes to the capacity/utilization methodology and updating enrollment projections. That figure is approximately 83,000. However, we still need to fund more than 38,000 seats. Our work is cut out for us.

Rezoning

The New Capacity Program includes 5,000 seats that are planned for new residential developments or for parcels of land, should they be rezoned for residential use.

It is important that SCA and DOE monitor the city's rezoning plans for affordable housing. Even if the effect on schools is a student population increase of less than 5% (the threshold under the City's environmental regulations), the impact on students already in overcrowded schools would still be significant. We must make sure we are planning for all new needs created by the rezoning and development. This is critical for neighborhoods throughout the city.

Universal Pre-Kindergarten (UPK)

The UFT has long advocated for the creation of a truly universal UPK program in New York City, and we congratulate this administration on its successful implementation in just a few years. We thank all the stakeholders for making the program work, and tip our hat, of course, to our members who helped the city rev up in such quick measure.

We are encouraged that the proposed Amendment would fund 7,600 additional UPK seats next year. The early education foundation helps our children succeed in elementary schools. UPK plays a pivotal role in laying the groundwork for a child's social, emotional and intellectual

development, which includes critical thinking, the ability to concentrate as well as transition from one activity to the next, and verbal and written communication.

Temporary Classroom Units

Decades ago, faced with a burgeoning population at many schools, the city was forced to create capacity quickly. Temporary Classroom Units (TCUs), also known as trailers, soon appeared in school yards all over the city. As we all know, TCUs were never meant to be a long-term solution. Unfortunately, hundreds of TCUs remained in use far longer than anyone had anticipated. They were too cold in the winter and too hot in the early fall and late spring. They sprung leaks, they grew mold and they rusted.

We've been the biggest critics on this issue, and today, due to our advocacy, as well as others, the city has removed hundreds of TCUs and plans to remove 100 more. The latest Amendment identifies 285 TCUs, which means 185 trailers will remain at the end of this capital plan. The city must maintain its commitment to eliminating these trailers; we ask for a binding commitment to a specific date for removal of all TCUs.

PCB-laden Lighting Removal

In 2011, the last administration told parents, teachers and students that it would take at least a decade to remove all of the lighting fixtures containing polychlorinated biphenyls (PCBs) into classrooms throughout the city. PCBs cause cancer in animals as well as a number of serious non-cancer health effects, and studies indicate a similar impact in humans.

After the collective efforts of all concerned parties, including litigation, we are relieved to see that the project will be completed by the end of this year. This is a testament to the collective efforts of all involved that the city completed this project in half the time originally predicted.

Boilers

We commend the creation of greener schools in the Capital Plan. We particularly support the conversion of boilers to eliminate heating oil Number 4. The Environmental Protection Agency has designated heating oil Number 4 as one of the worst polluting oils. In fact, in 2011, the UFT's Delegate Assembly passed a resolution demanding that this change takes place.

We also commend the SCA for conducting an expansive search to find companies with the capacity to perform this task. But the timeline for conversion of these boilers takes us through 2030, and as with the PCB-filled light fixtures, we encourage all concerned parties to work collaboratively to ensure that this project can be completed faster.

We also ask that the SCA pay particular attention to the two schools on Staten Island that are running on auxiliary boilers as a result of recent breakdowns, and that require replacement.

Tech Bond

Our schools, as we all know, are falling behind in technology infrastructure. The 21st century will not wait for our students. Many of our schools lack computer labs, Internet access, and Wi-Fi accessibility. But we hope to see that change once we hopefully receive the expected \$783 million from the state's Smart School Bond Act.

This money will specifically target technology and facility upgrades in our schools. Moving further into this new century, schools need to improve technology to prepare students for high-skilled jobs. It is impossible to think of a job today that does not require a computer with internet access.

Because we're in the schools every day, we believe that we can help identify projects that would be most beneficial for our students, so we get the biggest bang for our buck. We encourage the SCA, the DOE and the City Council to include the UFT in the process of identifying beneficial projects for schools and students alike, and helping these agencies create a timeline for short-term and long-term projects.

Conclusion

We have worked with the City Council successfully for years, and now that we have an administration that thinks collaboratively and works cooperatively with all the shareholders, we can work together to address these many issues. We've accomplished a lot in the past two years. Let's continue to meet those challenges together.

Thank you.



Community Education Council For District One

P.S. 20 Anna Silver School, Rm. 126, New York, N.Y. 10002, Phone (212) 353-2946, Fax (212) 353-2945
CEC1@schools.nyc.gov www.cec1.org

*Members: Arnette Scott/Marco Battistella/Michael Stutman/Moses Seuram/
Cynthia Cartagena/Aline Gnali/Luke Henry/Naomi Peña/David Post/Stephanie Thompson*

CEC 1 Testimony on behalf of Community School District One before the City Council Education Committee on the January 2016 five-year capital plan

March 8, 2016

Dear Chair Dromm and members of the Education Committee:

Thank you for holding these important hearings today and for the opportunity to testify. My name is Luke Henry, and I am a member of the Community Education Council for Community School District 1, which geographically covers the East Village and much of the Lower East Side.

In Community School District 1, 5 elementary and middle schools are over-utilized according to DOE's own data, with utilization rates as high as 122% and these overcrowded schools would need an additional nearly 300 seats to reach 100% utilization.

But there are no new seats in capital plan for District 1.

And DOE claims D1 has no need for seats as it is underutilized.

Yet our class sizes are very high and have increased sharply since 2007, by 17% - in both K-3 and 4-8 grades.

277 of our Kindergarten students, a full 31% of all Kindergarten students, are being taught in classes of 25 or more. This is the second highest percentage of students for any Manhattan school district.

Our enrollment is also growing and the independent education advocate Class Size Matters project an increase of 895 students based on DOE data.

In many of our schools, the lunch period starts at 10:15 and doesn't end till 2:30 PM because there is no room in the cafeteria for all the kids to eat at reasonable times.

Many of our schools do not have rooms for art or music or science.

In many of our schools, students with special needs receive their services in hallways or closets.

In Manhattan, 19 HS buildings are over 100% overutilized, but there is no new Manhattan HS in the capital plan either.

After 2 years, DOE has still not determined where most of the 4,900 seats in their “class size reduction” category will be sited, even though over 350,000 students are crammed into classes of 30 or more, citywide.

We need a more transparent and accurate needs assessment from the DOE, and a better school planning process.

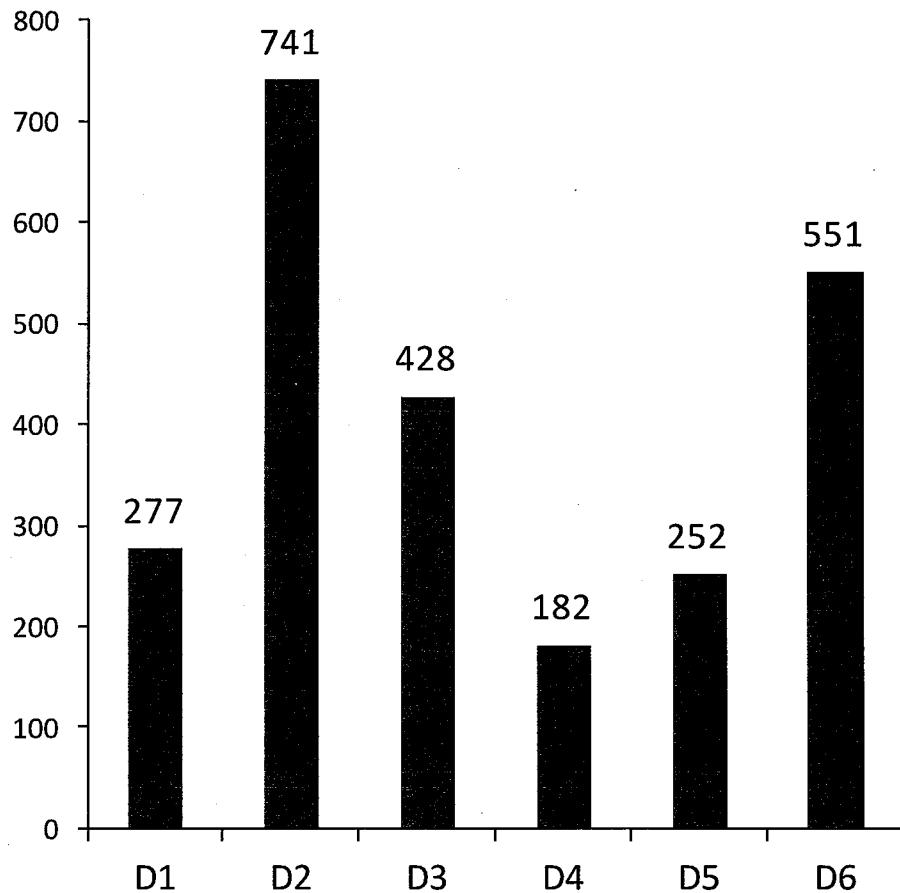
Straddling our Community School District there is a large scale development planned (SPURA) with insufficient requirements to build a school because the threshold for even considering a new school is too high – currently it is required that the development must increase school overcrowding by at least 5% to warrant consideration.

If the Mayor’s rezoning proposals are adopted our schools will be even more overcrowded if the process of school planning is not fundamentally reformed.

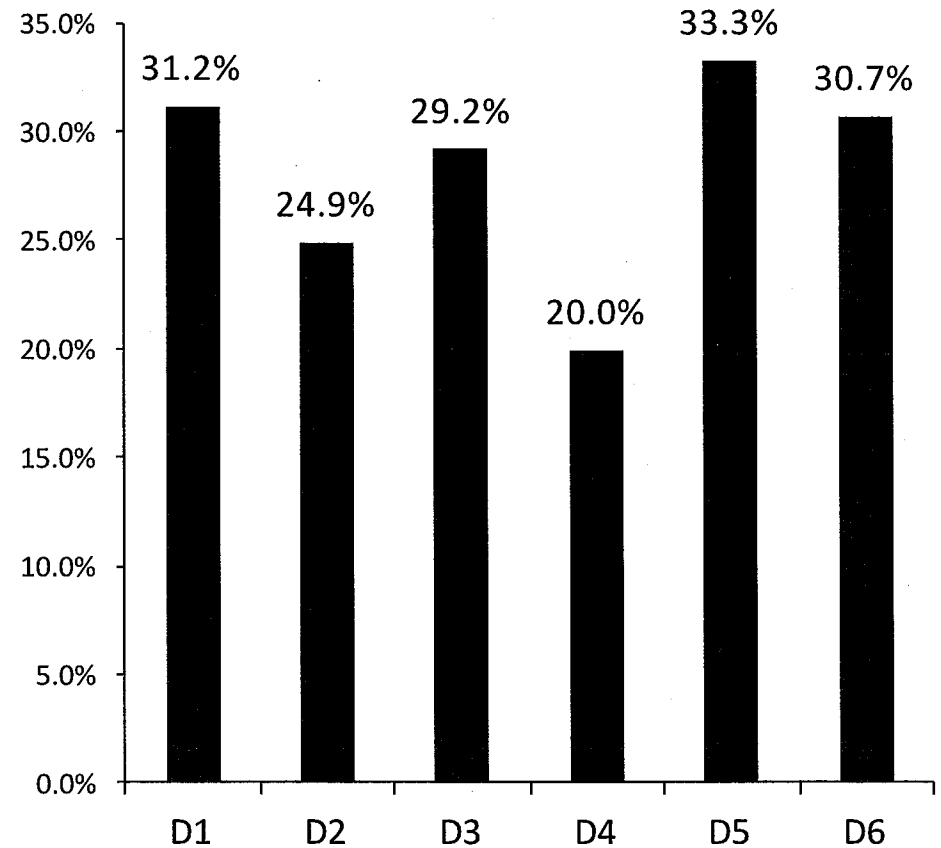
That is why we urge the City Council to form a Commission or Taskforce to propose reforms to the school planning process so that students in D1 and throughout the city aren’t crammed into even larger classes and even more overcrowded schools in the years ahead.

Large Kindergarten Classes in Manhattan by district

**# Manhattan Kindergarten students
in classes of 25 or more**



**% of Manhattan Kindergarten
students in classes of 25 or more**



Data sources: DOE Class Size Reports Fall 2015, District Distribution Summary

Testimony from the New York City Central Labor Council

Preliminary Budget Hearing Education Committee March 8, 2016

Thank you to Chair Dromm and other members of the Committee on Education for their important work advancing education in NYC.

My name is Alex Gleason and I work at the NYC Central Labor Council. The NYC CLC co-coordinates the Climate Works for All coalition with ALIGN and the NYC Environmental Justice Alliance. Climate Works for All works to reduce emissions and create good jobs for New Yorkers.

In late 2014 Climate Works for All released a self-titled report with a 10-point platform to reduce emissions, protect our communities, and create good jobs for New Yorkers. Installing renewable energy on schools was one of our key recommendations and something we have fought to make possible since that time.

There are many reasons that installing renewable energy on schools is a win-win for our city. The Department of Education's buildings use around \$240 million per year on energy. While this bill is footed by the Department of Citywide Administrative Services (DCAS), this is money down the drain that should be recaptured and used for educational endeavors. Renewable energy installations on schools can be tied with educational and vocational trainings for students. Targeted local hire programs can bring local community residents into the workforce. Schools and other municipal buildings can also become more resilient to the impacts of climate change, providing a refuge for community members during future severe weather events.

Today, I am here to speak about two key issues that have come to light as DCAS has begun expanding its solar investments on school roofs. The first is the expanded use of Power Purchase Agreements and whether this is good for our city. The second is how the city prioritizes, or fails to prioritize, climate vulnerable communities as it expands its solar schools program.

The Education Committee can play an important role in ensuring that DCAS does right by schools, students and communities as this plan rolls out.

1. DCAS is utilizing Power Purchase Agreements (PPAs) for the installation of solar on schools. PPAs function by bringing in a 3rd party to finance and construct the solar panels, requiring no upfront capital on behalf of the city. While this seems like a good deal for the city, it is unclear if that is the case. We submitted a FOIL request to DCAS in October for the numbers demonstrating both the short- and long-term financial benefits of PPAs as compared to direct public funding, and to date have not received an answer.

Do PPAs make financial sense? Are they being used to privatize traditional public services that indeed provide better services at a better price? We should not blindly assume that PPAs are the best path forward.

While there is a blanket Project Labor Agreement (PLA) covering DCAS work, we are concerned that PPAs allow DCAS to sidestep the PLA. Rather coincidentally, it appears that most of the solar installations on schools to date have been built non-union, despite Local 3 of the Electrical Workers being trained, ready and willing to do this work. It appears that PPAs are being used to undermine good job creation in NYC and we hope that the Education Committee can get to the bottom of this.

2. There appears to be no consideration for prioritizing climate-vulnerable and disadvantaged communities and workers in the siting of renewable energy on schools.

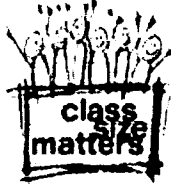
Current solar installations RFPs do not include any requirements around local hiring of disadvantaged community members. We should be building on the successes of the Build it Back program which created a

jobs pipeline into career-track jobs for Sandy impacted communities. The Building and Construction Trade Unions of NYC are working with community groups and the city to make these programs work, and they should be improved and expanded through future programs like this.

There is no prioritization of climate-vulnerable communities in the assessment and selection for solar installations. These communities are the most vulnerable to climate change and deserve to be provided the first opportunity to have renewable energy on their schools and other municipal buildings – these create important emergency refuges and also demonstrate a commitment to building back better after Hurricane Sandy.

The resolution of these questions can help align the agenda of the Education Committee with that of community groups, labor groups and environmental justice groups that care about a good educational system, halting climate change, and creating good jobs for New Yorkers.

Thank you.



Class Size Matters
 124 Waverly Pl., New York, NY 10011
 Phone: 212-529-3539
info@classsizematters.org
www.classsizematters.org

Testimony before the City Council Education Committee

On the January 2016 five-year capital plan

March 8, 2016

Dear Chair Dromm and members of the Education Committee:

Thank you for holding these important hearings today. My name is Leonie Haimson, and I am the Executive Director of Class Size Matters, a citywide parent and public interest group that advocates for better schools and smaller classes in New York City.

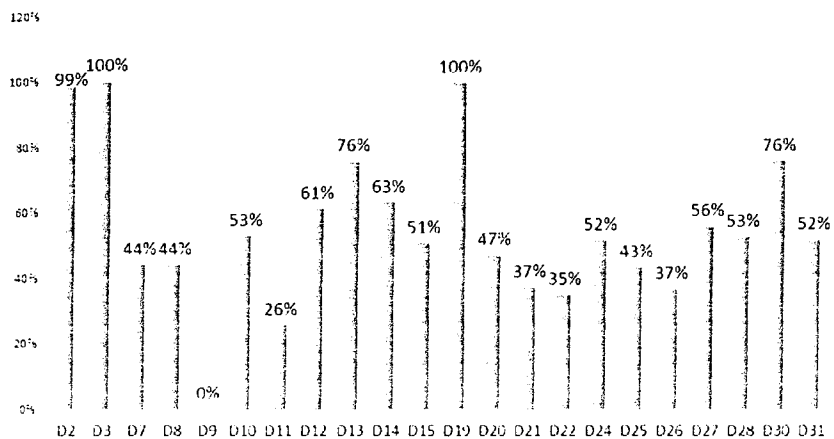
The January five year capital plan has good news and bad news. The good news is that the Mayor has allocated nearly a billion dollars more for school capacity projects, adding about 11,000 new seats. The DOE has also increased its needs estimate to a more realistic 83,000 seats. Part of their increased estimate is based upon a revised capacity formula, and also mostly likely that the May 2015 plan was based upon enrollment projections last made in November 2013. Although we project the real need for space is more than 100,000 seats, the DOE has significantly moved forward on both fronts.

The bad news is that the funding in the plan will only provide 59% of the need, based on DOE's own estimates, and even less if the Mayor's rezoning proposals are adopted to encourage the creation of hundreds of thousands of new affordable and market rate housing units.

According to the city's own data, over 556,000 students are crammed into overcrowded public schools, and our elementary schools are at an astonishing 104% capacity.

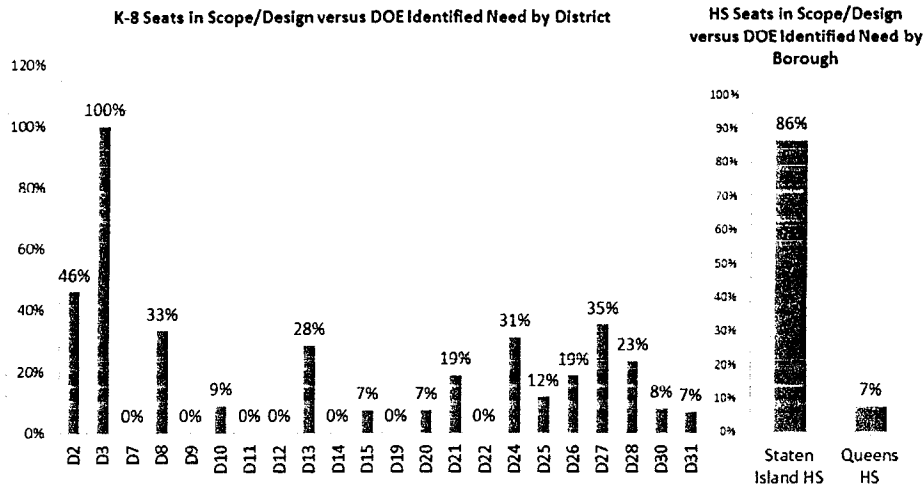
The number of seats funded compared to the need, according to the DOE's own estimates, vary widely from 0% in District 9 and 26% in District 11 in the Bronx, to 99% in

Percent Funded Seats in 2016 Capital Plan compared to DOE's Identified Need by District (K-8 Only)



District 2 and 100% in District 3 in Manhattan. There is no explanation for these huge funding disparities in the capital plan or anywhere else that I can find.

Percent of Seats in Scope/Design* compared to DOE Identified Need
Only 15% of DOE's Identified need are in Scope and Design



Data sources: Capital Plan updated January 2016

There is even larger variation in the number of seats and schools that have sites already identified and are in the process of being designed. There are four overcrowded districts in the Bronx and three in Brooklyn (Districts 7, 9, 11, 12, 14, 19, and 22) with not a single school already in scope and design, despite the need for thousands of new seats in these neighborhoods.

Indeed, there are many overcrowded neighborhoods throughout the city in which schools have been funded in the capital plan for a decade or more without any being built. Part of the problem is that the School Construction Authority has only three people on staff looking for sites, never cold calls, and won't use the power of eminent domain unless the property has recently been on the market.

More evidence of a lack of capacity on the part of DOE is the fact that there have been 4,900 seats in the class size reduction category for two years – and yet only three specific projects have been identified as to grade level or district, without even reporting how many seats they will create, and none of the supposed criteria for selecting these projects has much to do with class size. Meanwhile, more than 350,000 students are crammed into classes of 30 or more, in every borough and district, so there is no excuse for a two year lag in getting those projects identified and in construction.

The school planning process is broken, and we need a better one, including reforms to ensure that school capacity keeps up with development rather than lagging decades behind. The Environmental Quality Review (CEQR) formula that City Planning uses to estimate the impact of new construction on school enrollment is obsolete -- based upon census data twenty years old. And even when new development is projected to create thousands of new students, as in the case of the East New York rezoning proposal, which is slated to cause Brooklyn high schools to go from 108 percent to 109 percent, there is no need to even consider building a new high school in the borough because the increased utilization rate is not at least 5 percent higher.¹

¹ http://www1.nyc.gov/assets/planning/download/pdf/applicants/env_review/zoning-qa/05_feis.pdf, p.2.

The consultants who wrote the East NY rezoning EIS also point out that Brooklyn high schools are slated to lose 8,000 seats in the decade ahead, due to charter expansions, co-locations, grade truncations and phase outs. Yet there is no new Brooklyn high school proposed in the capital plan, and I can find no information in any DOE document about the number of seats we are expected to lose in future years.

We urge the Council to fund the full needs estimate of the DOE, that is 83,000 seats, which according to the Independent Budget Office would cost approximately \$130 million per year, given that the state provides matching funds for every dollar New York City spends on school construction and repair. We also urge the Council to create a Commission or Task Force to develop proposals to ensure that schools are built along with housing, and not years later.

Last spring, the Public Advocate wrote a letter to the Chancellor and the Mayor, along with twenty two Councilmembers, many parent leaders and Community Education Council members, urging an immediate expansion of the school capital plan and a Commission to fix the broken school planning process.²

Fundamental reforms to the planning process are needed, including improvements in the DOE's enrollment projections, a utilization formula aligned to smaller classes, a more transparent needs assessment that takes account of seats that are lost as well as those gained, a far lower threshold to require the building of schools in overcrowded neighborhoods when rezoning occurs, and a more responsive public process that includes input from Community Education Councils along with Community Boards when new developments are proposed.

Impact fees should also be considered , as currently exist in more than 83 percent of cities and counties, so that developers might be obligated to pay into a fund for schools and other infrastructure improvements. A Commission or Task Force could consider these reforms and more, so that any zoning changes that would accelerate the rate of residential development would not further outpace the need for space of our public school students.

City officials have often said that their goal is not merely to build more housing, but also to create better neighborhoods. There cannot be better neighborhoods without a concurrent strategy to build sufficient new schools, to ensure that current and future generations of NYC children are not subjected to even more overcrowded conditions.

² <http://www.classsizematters.org/wp-content/uploads/2015/06/061515-PA-Ltr-to-Chancellor-Farina-re-Capital-Plan-final.pdf>

FREE ADULT CAREER EDUCATION - A PATH TO EMPLOYMENT - GETTING PHASED OUT AT NYCDOE?

CHANGE FOR THE WORSE AT O.A.C.E.

While the battle cry of politicians across the country is about jobs and employment. NYC's Office of Adult and Continuing Education (O.A.C.E) is cutting successful training programs in one of the fastest growing fields in the 21st Century – healthcare. Where else in the world can you get a top notch training to become a Medical Billing and Coding Specialist or a Certified Nurse Assistant (CNA) for the cost of the text books and exam vouchers? What other city provides a free* Licensed Practical Nursing (PN) training program (*the cost for the 11 month LPN program is approximately \$2,500-\$3,000 -books, uniforms, assessment, state boards and graduation fees) to meet the growing needs of our health care system, as aging baby boomers fill nursing homes and hospitals. What other city provides free ESL, basic Education and High School Equivalency classes on the scale of over 30,000 people a year? Why would any city with these successful programs that help get people off of public assistance, want to phase them out?

According to OACE officials, funding streams for OACE's Practical Nursing (PN) program have been cut by the NY State legislature and OACE can no longer afford to maintain the training program. Over the past 5 years approximately 600 people have been trained and 85-95% pass the state boards, find employment and go on to become Registered Nurses. These are great outcomes yet now there is no more funding?

The demand for the free CNA and LPN classes is huge - hundreds of inquiries come in each week - and in the past five years over 500 OACE students have been able to complete their CNA and sometimes their High School Equivalency simultaneously, going on to find living wage employment or enter the LPN program. Now, with new State requirements for class size and budgetary concerns, the Brooklyn CNA program has had to cancel classes twice in the last year, and has a waiting list of over 130 people hoping to get into the next cycle. The PN program has hundreds of applicants waiting for interviews and the next step in their application process, and none of them are being called in. The city needs more nurses and aides, and the students are there, waiting and willing to work hard. Where is the disconnect?

Most of the funding for OACE's programs come from the federal government's Workforce Investment Act funneled through the state's Employment Preparation Education (EPE) funds, which are then paid to OACE based on mainly on student contact hours. EPE dollars are also paid in accordance to post-test rate and rate of "educational gain" (measured only by a grade level increase in their weaker subject on the Test of Adult Basic Education (TABE) administered to each student several times a year – no credit for advancing a grade level in Reading if Reading was your strength to begin with). This year the State legislature voted to limit EPE funding only to students who are "educationally disadvantaged", scoring below 9th grade level on either the Reading or Math section of the TABE.

Students who have HS diplomas or equivalencies (required for the PN and other CTE certification programs) are not eligible for EPE funding if they score too high on both subjects and are no longer admitted to the program, even if they are unemployed and/or on public assistance. The PN program which requires higher scoring, gets absolutely no reimbursement from EPE even though the employment rate of its graduates is higher than those of other Voc Ed programs.

Staff at the BALC PN program are extremely dismayed about the situation and have offered to work on raising outside funds to help keep the program going. However, these suggestions have been dismissed by administration. Other OACE classes too have been closed due to waning attendance – many of the adult students have complicated lives juggling various appointments and childcare responsibilities, and the attrition rate is high. Teachers are held accountable for their Average Daily Attendance and testing rate and “educational gain” benchmarks. Case Managers are supposed to help with these issues and many other duties but with caseloads of over 400 students, sometimes in multiple locations, they have their hands full.

HOW THE PROGRAM IS BEING DISMANTLED

The new Superintendent of OACE, Rose-Marie Mills, a former middle school administrator, has been charged with bringing the program back from a serious budget deficit. She has brought in her own staff, many of whom have similar backgrounds in early childhood or P-12 education and little or no experience working with adults. Her approach has been one of micro management, focused on data, test scores and disciplinary actions with no emphasis on community building or collaboration, previous hallmarks of this program. Staff and students alike have been disappointed by the change in tone and the culture of negativity that has replaced what used to be a joyful learning center with many school wide activities and cultural celebrations.

In addition to phasing out community events, partnerships and the PN program, OACE also seems to be trying another strategy to manage its funding deficits. Several of the senior staff as well as new untenured teachers have been given U ratings this year for the first time in their careers and in the history of the program. Three U ratings can lead to dismissal or disqualify a teacher from future salary increases. Since salaries make up a large part of the school budget it seems that there is a concerted effort to get rid of teachers as a way of saving money.

Beyond the injury these U ratings cause to good teachers, there is the insult that they are being handed out by two of our administrators who it seems do not have valid teaching certificates (have not passed the content portion of teacher licensing exams) according to SED records. Also, there is no rubric or criteria for evaluating a teacher's performance, and these evaluations and ratings are being handled in a completely arbitrary and unjust manner. Supervisors can and do judge one even minor aspect as weak and grade the whole lesson as “unsatisfactory”. This is an outrage and a shame.

At BALC (Brooklyn Adult Learning Center) several teachers have resigned or retired and others are planning to leave soon. The sudden increase in U ratings seem to be based on some type of quota, like the tickets that Transit Police give out more liberally at the end of the month. Morale is at an all time low as teachers watch their colleagues

humiliated, veteran teachers unjustly rated, and a program that they proudly championed up until this new administration took over, quietly go down.

A CALL FOR ACTION

Managing large scale public programs is not easy but NYC can take pride in its adult education program and what it has offered the city's low income adults, dislocated workers and largely immigrant population for so many years – a ticket out of poverty through education. These same adults that are losing out are the struggling single parents of the pre-schoolers that are benefitting from our new Pre-K initiative. Helping them can only fortify their children. The educators and nurses who dedicated their lives to build this program are being forced out to cut costs, but the costs to the city will be much greater in the loss of this valuable public service. Should we let this program die out due to poor management and lack of vision? Come on city leaders – time to step in and show the DOE how important adult education is to the heart and soul of NYC!

This letter was anonymously (due to possible repercussions) written by an Adult Educator Seriously Disturbed by the Chilling Changes in this Program.

May I meet with you to discuss what can be done to halt the devastation of the Office of Adult and Continuing Education Division of the New York City Department of Education? Please contact me at your earliest convenience. Thank you so much.

Ms. Diann Jenkins
Retired Adult Educator
gassimine@yahoo.com
1-646-281-6343

I have been a teacher in the NYC Office of Adult and Continuing Education (OACE) for well over twenty years. There has been no shortage of adversity over this long period of time that we teachers, support staff and our students have had to overcome, but the past school year has brought both a level and forms of adversity that neither I, my fellow OACE teachers (including those with even more seniority than I), *nor* our students have ever experienced. Furthermore, this is a level, and these are forms of adversity, that no student or teacher should have to experience. *It is no accident that this nadir was reached this past school year.* This is the first full year *that* the almost completely new administrative staff of our program, **led by Rose Marie Mills**, was in place.

I can unequivocally state the following about Ms. Mills' brief tenure:

1. It has been tremendously damaging to our program's staff and students.
2. During numerous meetings and interactions with these colleagues and students, **not one has had a positive word to say about Ms. Mills or the administrators she has put in place.**

This is an administration that is inept, overly rigid and authoritarian, and tremendously arrogant. Even worse, this is an **utterly unethical** administration.

When Ms. Mills and the other administrators she hired began working in this program, they had **absolutely no experience in adult education**. They have bombarded OACE teachers and staff with P-12 (Pre-Kindergarten through 12th grade) based policies. This bombardment includes an obsessive preoccupation with, and misapplication of, Common Core standards, applied in a completely top-down manner, without regard for the real educational needs of our students.

The amount of consideration given, and respect shown, to the vast experience of teachers, instructional facilitators, and incumbent administrators by Ms. Mills and her administrative staff is virtually nonexistent; consequently, she has utterly squandered a veritable goldmine of knowledge in terms of effectively organizing this program and providing quality instruction to our students.

The space required to go into detail here is limited, so I'll simply give one example: These new administrators, slavishly devoted to the results of TABE (Test of Adult Basic Education) pretest scores (which the students take when they first enter or return to the program), radically altered the

process by which students were placed in Basic Ed/H.S.E. (High School Equivalency) classes. A cascade of negative consequences followed this arrogantly conceived, foolish change in policy. Again, in the interest of brevity, I'll simply provide **one** negative consequence: This change in the method of deciding how to place new Basic Ed./H.S.E. students in classes led to the almost laughable (if it weren't so sad) composition of classes, classes which had students who couldn't decode the simplest of words *and* were severely learning disabled in the same classes with students who could read and comprehend highly sophisticated texts. *In the day schools, this would be equivalent to eliminating the grading system and assigning first graders with 7th graders to the same class.*

I believe strongly that while the generally ill-conceived and ineffective stewardship of this program should be of great concern to anyone involved in, or responsible for, the delivery of quality service to our students, it is the blatant lack of ethics displayed by Ms. Mills and her subordinate administrators that is even more alarming.

One example that epitomizes the ethical bankruptcy of Ms. Mills and her subordinates is the one involving the resignation of Mr. Enrique Domingo, the former principal in Region Four. This principal was thought of highly by the vast majority of the staff members who worked under him. During his last meeting with his staff, he stated openly to that region's teachers and counselors that he could no longer "kowtow" to the directives coming from Mills' office, that he refused to "give a U to a good teacher."

My colleagues and I respectfully ask for an investigation into these directives. How are principals being pressured to give "U"s? How are the decisions made as to what teachers were put on a "U" list?

The teacher to whom Mr. Domingo was referring in the instance above was a teacher with one of the highest seniority/pay levels. This isn't an isolated case of dedicated teachers with a great deal of seniority/tenure/higher salary level suddenly receiving U ratings on lesson observations and year end ratings; **this is a pattern.** We cannot have a system that discriminates against and targets experienced teachers who have contributed decades of their lives to providing high quality instruction to our adult student population.

Another case (one which can be documented) is strongly suggestive

of the idea that this administration is much more interested in unethically wielding power over the teachers than it is in ensuring that teachers are providing effective instruction: In the Bronx, there are three teachers I know of whose cumulative seniority prior to this past school year, the first full year of Mills and her full staff of administrators' tenure, was seventy-six years. *Over the years*, these three teachers received seventy-six out of seventy-six satisfactory year-end ratings. This past year all three received unsatisfactory ratings for the first time since they began working in this program.

One might grant that previous administrations were somewhat lenient in terms of the ratings they gave teachers, but such an assumption would be based on scant evidence. And the sudden radical change in teachers' ratings (again, ratings given by administrators who have had no experience whatsoever in adult education) during this administration's first full year of tenure in *our program*, combined with some simple inference-making ability, should cause anyone with any objectivity to question the integrity of these unsatisfactory ratings.

Many of my fellow teachers and I are convinced that pressure from administrators to give U-ratings, rather than objectively assess teachers' skills, has corrupted the evaluation and rating process. All three of the aforementioned teachers *have been* highly respected by their peers, previous administrators and students. *It is no exaggeration to say that* students **loved** these teachers because of their level of dedication. In short, those of us who are long time teachers in this program are no longer considered experienced, dedicated teachers; we are only seen as high budget items.

Yet another important piece of evidence in illustrating that Mills and her subordinate administrators lack even the most basic level of integrity when supervising teachers is the fact that not one or two, but several teachers I've spoken to state **unequivocally** that administrators make statements which are **outright lies**, especially when these administrators compose "documents" evaluating teachers' lessons during formal observations and on year end ratings.

One final incident that graphically displays Ms. Mills' arrogance occurred during a large staff meeting at the beginning of the past school year: In response to Ms. Mills' refusal to answer teachers' questions, this group of teachers refused to be silenced; they persisted in seeking answers

to their questions. Perhaps unaccustomed to others failing to be cowed by her characteristic imperiousness, she responded by bellowing so loudly and angrily she was able to be heard across a large auditorium, "I'll end your careers!"

The last all day PD meeting (which many teachers unfortunately see as Professional Denigration, rather than Profession Development) took place on June 5, 2014, to which Deputy Chancellor Dorita Gibson was invited. For the first time, teachers were allowed to ask questions and make comments. This gave the false impression that the administration actually listens to teachers' concerns when the reality is that the program is characterized by total top-down control and complete repression when no one is watching.

I'm confident that as a conscientious educator and/or leader, you'll carefully investigate some of the incidents and characteristics of Rose Marie Mills' administration discussed above and make a wise decision as to who should be the superintendant of the N.Y.C. Office of Adult and Continuing Education in the future. Due to the aforementioned dictatorial demeanor and punitive behavior of this administration, I prefer to write this without signing my name. This punitive environment has stressed out and placed in fear, not only experienced teachers, but our student population as well.

Sincerely,

A teacher fighting for a respectful, supportive and honest adult education environment.

May I meet and discuss the above with you at your earliest convenience?

Please contact me: Ms. Diann Jenkins

Retired Adult Educator
gassimine@yahoo.com
1-646-281-6343

Good Afternoon,

My name is Bertha Asitimbay and I am a parent leader at P.S 19 and a member of Make the Road NY. I have three daughters, two of whom are attending P.S. 19.

As a parent leader, I have engaged with Make the Road New York on many fights, but school overcrowding is the largest issue my family faces personally. In my borough of Queens, too many schools have more students enrolled than the number of students the physical building can accommodate. In Districts 24 and 30, students have been forced to learn in cramped classrooms and ill-equipped trailers. With no space, families have been forced to bus kids to Long Island City to find a seat in a classroom. It is estimated that in this city, 100,000 kids have to ask the question, "Where's My Seat"?

Lack of space inside of a building and students having to commute is just the tip of the iceberg. An overcrowded school means poor instruction for my kids, as teachers have well over 30 kids in a classroom. Overcrowded schools mean kids having lunch at 9:45am or 1pm because there is not enough cafeteria space to feed students at a decent lunch time. Overcrowded schools mean cuts to physical education, music and the arts which are important to development.

As a parent, I have fought alongside many others to try and find solutions to the overcrowding crisis hurting New York City public school students. At P.S. 92 and P.S. 19 we were successful in getting trailers removed as permanent spaces for learning. In the capital budget, we pushed alongside council allies to get an \$868 million commitment for new school construction. We are doing everything that we can, but we must work together to do more.

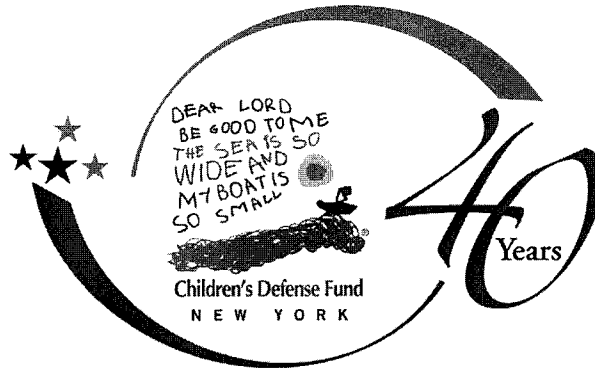
In a Make the Road report titled "Where's My Seat?" we share that the city's critical issue of overcrowding is not shared equitably. Districts with higher proportions of immigrants have a greater overcrowding problem and the Department of Education's school construction plan is not setting aside enough new seats in those communities most burdened.

Our demands are clear: We must fully fund all of the more than 100,000 needed seats citywide. We must pay extra attention to the needs of immigrant communities and we must remove all trailers and place students in real permanent classrooms.

As a parent, meeting these goals will help my children a great deal. They won't have lunch at 9:45am. They won't have to wait on long lines to use the bathroom and they won't have to stand on a street corner on cold or rainy days to catch a bus to an outside school.

Let's do all that we can so that no child ever has to ask, "Where's My Seat?"

Thank You!



**Testimony for the New York City Council
Committee on Education
Hearing on the Mayor's Fiscal Year 2017 Preliminary Budget
March 8, 2016**

Good afternoon. My name is Andrew Leonard and I am the Senior Policy Associate for Health, Housing and Income Security with the Children's Defense Fund – New York (CDF-NY). The Children's Defense Fund is a national, non-profit child advocacy organization that has worked relentlessly for 40 years to ensure a level playing field for all children. We champion policies and programs that lift children out of poverty; protect them from abuse and neglect; and ensure their access to health care, quality education and a moral and spiritual foundation. In New York, CDF-NY is currently working to promote critical systems change in the areas of early childhood education, children's health and mental health, educational equality, and juvenile justice. CDF-NY provides strong policy analysis and leads coalition efforts to secure positive change for young New Yorkers

CDF-NY is particularly committed to using school-based health care services to optimize both a child's future health and their opportunity for learning. CDF-NY recently released a report, *Health + Education = Opportunity: An Equation that Works*, in which it details an enhanced and expanded vision of the school health system in New York City. As New York City moves toward a future of community schools, children's health stakeholders must discern the appropriate role of health care services within schools. CDF-NY believes that schools should play a fundamental role in the fostering of healthy children. While schools cannot supplant traditional care delivery models, it would be foolish to relegate school-based health care delivery to the simple management of daily first aid needs. Schools capture an often hard-to-reach population and offer a safe, confidential space in which providers and students can engage in honest and meaningful conversations that promote long-lasting healthy habits. Research has

clearly shown that models of school-based health care delivery lead to improved access to care for a number of chronic health issues.¹

Undoubtedly, students must be healthy to learn. The inability to adequately address chronic and acute health care issues, like asthma and vision problems, not only inhibits a child's ability to focus in the classroom, but also seriously threatens that child's presence in the classroom. Nationwide, children miss approximately 14 million school days each year because of complications resulting from asthma.² In New York City, elementary school children in neighborhoods with the highest rates of child asthma hospitalizations demonstrated a chronic absentee rate more than three times that of children from neighborhoods with lower hospitalization rates.³ Schools can reduce asthma related absences by providing both self-management education and efficient treatment of asthma attacks when they happen during school hours.

Further, approximately one in ten 6 to 12 year old New York City children has either Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder/Conduct Disorder, Anxiety, Depression or Bipolar Disorder.⁴ Schools that provide mental health services have reported positive outcomes, such as declines in disciplinary referrals and distractive/rebellious behavior, increased classroom attentiveness and peer associations, and a general improvement in grades.⁵ Accordingly, CDF-NY aims to promote the expanded use of school-based health care services to reverse the negative effects of untreated health care issues.

CDF-NY is grateful for the robust school health services currently delivered by the Office of School Health and would like to thank the School Construction Authority for their consistent willingness to collaborate with health providers to develop clinic space in schools. CDF-NY believes that the School Construction Authority can take at least one additional step to better secure the health and wellbeing of New York children.

CDF-NY suggests that the School Construction Authority and the Department of Education work together to establish a methodology for evaluating the health care needs of a student population when developing the design of a new school or planning for major capital renovations to an existing school. In New York City, principals face tremendous challenges finding adequate space in their schools to accommodate the educational and social

¹ New York School Based Health Alliance. "Benefits of SBHC." Accessed March 4, 2016 from: <http://www.nyschoolbasedhealthalliance.org/page-1763426>.

² National Asthma Education and Prevention Program. "Managing Asthma: A Guide for Schools." July 2003. Retrieved from: http://www.nhlbi.nih.gov/files/docs/resources/lung/asth_sch.pdf.

³ CDF-NY's analysis of NYC Department of Health and Mental Hygiene's Community Health Profile Open Data. Retrieved from: <http://www1.nyc.gov/site/doh/data/data-publications/profiles.page>.

⁴ Department of Health and Mental Hygiene. "Mental Health Conditions among Children Aged Six to 12 in NYC." March 2013. Retrieved from: <http://www.nyc.gov/html/doh/downloads/pdf/epi/databrief25.pdf>.

⁵ New York City Department of Health and Mental Hygiene Department of Education. "NYC School-Based Mental Health Service Programs." Retrieved from: http://schools.nyc.gov/NR/ronlyres/3E93C086-8D99-483D-971F-2EE43CD6EA6B/0/All_Programs_Brochure_V6.pdf.

supports children need. With so many schools constructed before the advent of school-based health centers, many schools simply do not have the space to accommodate a fully functioning health clinic. As administrators and the School Construction Authority seek to develop new schools and perform major renovations of existing sites, they should evaluate whether or not it would be appropriate to set aside a greater share of a school's overall space for health care service delivery.⁶ With the implementation of the *community schools* model, future schools will not only be educational institutions, but also centers of youth development and community support. The inclusion of an evaluation of health care needs from the initial stages of the planning process will help make great strides towards better fostering long-term health and educational success for New York City school children.

I would like to thank Chair Dromm and all the members of the Education Committee for the opportunity to testify today. I would be happy to answer your questions now, or by e-mail at aleonard@childrensdefense.org, or phone at 212-697-0642.

⁶ School Construction Authority. "Design Requirements." Retrieved from: <http://www.nycsca.org/Business/WorkingWithTheSCA/Design/Pages/DesignRequirements.aspx>

Dear Chair Dromm and members of the Education Committee:

FOR THE RECORD

Thank you for holding these important hearings on the Five Year Capital Plan.

Buxton Midyette and I founded Build Schools Now a few years ago after our public school, PS150 Tribeca Learning Center, was almost closed in order to make room for additional Pre-K and K seats in Community Board 1. With the help of many, PS150 stayed open and went on to win a National Blue Ribbon Award in the fall of 2014. This small, choice, award-winning school was almost eliminate because DOE Portfolio was desperate for seats for the 2014/2015 school year.

As we are all aware, CB1 has one of the fastest growing neighborhoods in the city. CB1 is fortunate to have a very engaged community thinking about this problem. Many of us are parent volunteers. We look for school sites. We testify at public meetings. We reach out to the press. We enlist help wherever we can to address this ongoing crisis. This takes a tremendous amount of time. But we know the DOE SCA will not move without this ongoing encouragement from all sides.

According to some, CB1 is the success story. However, when our next elementary school opens in FiDi in 2019/2020, we are expected to be 500+ seats short according to the DOE's own estimates. Please read:

<http://www.downtownexpress.com/2016/02/17/school-overcrowding-panel-finally-reconvenes-to-fight-for-bigger-better-fidi-school/>

The process is broken. Schools open in our neighborhood because the elected officials, parent volunteers, community leaders, local business groups and developers come together first. We continue to hear the SCA is not user friendly even when a developer wants to provide a school.

The SCA's process should be audited. At the last Over Crowding Task Force meeting, even the principals in CB1 expressed hope that they could give advice to the SCA's architect to make the new FiDi school more functional. Why isn't principal input part of planning new schools? The city must urgently and creatively address the school shortage crisis. But the SCA has to partner with the users of their buildings when plans are still on the drawing board. This partnership should include after school providers, community groups and of course principals, teachers and parents.

Building more public schools is a necessary compliment to the Mayor's affordable housing focus and building stronger neighborhoods. The Mayor proudly found room for Pre-K seats throughout the city. We applaud him! We know he could find space for new schools K-12 if he made it a priority for every neighborhood. Let's start with schools listed in the capital budget but not sited.

Going forward, please encourage the city to create a process that links residential development to essential infrastructure like public schools. The need for more public schools must be included in the next five year capital plan. Our great city can do this. The next generation is counting on us.

Best,

Wendy Chapman

chapman67@me.com

Build Schools Now Co-Founder

The New York City Charter School Center

James Merriman, CEO

Testimony Presented to The New York City Council Education Committee

Oversight Hearing on Preliminary Budget-Capital

March 8, 2016

The New York City Charter School Center respectfully submits the following testimony regarding the New York City Department of Education Five Year Capital Plan January 2016 Amendment for Fiscal Years 2015 through 2019 (“DOE Capital Plan”). The Charter Center thanks the New York City Council Committee on Education for providing the opportunity to comment on the DOE Capital Plan on behalf of the New York City charter school sector.

Over the past sixteen years, public charter schools have been an integral part of the public education system in New York City. Since the early years when charters were operating in small pockets around the city, the sector has expanded rapidly to include 205 schools in the 2015-16 school year, operating across all five boroughs, and in nearly every community school district (CSD), educating over 95,000 students. There are also 29 charters already approved to open in NYC in the 2016-17 school year and beyond. Under a 2015 amendment to the state’s Charter Schools Act, there are an additional 45 charters available for siting in New York City. In total, there could be over 270 charters operating in NYC by the end of the DOE’s Capital Plan.

Of the 205 charters currently operating, over 60% are doing so in facilities owned or leased by the New York City Department of Education (DOE). Charters have always been co-located in DOE space and in 2010, the state’s Charter Schools Act was amended to include a statutory process for charter schools seeking co-located space in New York City. *See* Education Law Section 2853(3)(a-3). In 2014, more legislation was passed to protect these co-locations and expand charters’ access to available DOE space. *See* Education Law Section 2853(3)(e). More specifically, the 2014 facilities access law allows new charter schools and charter schools with expanding grades to request a co-located site or other suitable public or private space at no cost from the DOE. Schools denied a co-location or no-cost space may appeal the DOE’s decision to the New York State Commissioner of Education, and be awarded rental assistance. Though the rental assistance helps to lessen the financial burden on charters, many schools still find it difficult to operate in private space—as the New York City Independent Budget Office has made clear, charters in private space receive nearly \$3,000 less in public support than traditional district schools.¹ Co-locations and access to public space, therefore, remain critical to sustaining a viable charter sector.

The issues that impact the district’s capital planning—projected increases in enrollment, overcrowding, and Pre-K expansion—will likewise pose similar challenges for charters, particularly as the sector grows; by FY 2019, charters are estimated to be serving over 125,000 students, comprising more than 11% of the city’s K-12 population. Consequently, it is imperative that the DOE’s capital plan

¹ Yolanda Smith, *Charter Schools Versus Traditional Public Schools: Comparing the Level of Public Support in School Year 2014-2015*, New York City Independent Budget Office, July 2015.



account for the projected growth of the charter sector. This is of particular significance when viewed in light of the DOE's plans for new capacity. In the CSDs where the DOE has identified the most critical needs, i.e., where the DOE Capital Plan adds additional seats, charter schools have a significant presence. In the Bronx, for example, the DOE plans to add over 12,000 new seats, where there are currently 58 charter schools operating (and three more schools are projected to open next school year). To ignore projected charter growth in the capital plan fails to acknowledge the reality of the public education landscape in many of the most over-utilized communities.

The New York City Charter School Center, therefore, submits the following proposals for the Committee to consider as it evaluates the January Amendments to the DOE's proposed Capital Plan:

- **Develop projections and needs assessments that account for charter sector growth:** While the DOE's assessments on facility utilization accounts for those spaces currently occupied by charter schools, when determining the number of additional seats needed across the city, the DOE appears to factor in just the growth of traditional district schools. In fact, the Amendment's 533 pages mention charters a total of nine times and refers to them as "innovation schools", which gives a false sense of otherness that denies their significant presence and achievement in many of the City's neighborhoods. The reality in NYC is that many families are choosing to enroll their children in charter schools and the sector continues to grow. To provide a more equitable environment, to support a high quality charter sector, and to ensure that families have the opportunity to choose the best option for their children, the DOE should allocate an appropriate proportion of its capital funding to charter schools specifically, accounting for the important role they serve in New York City.
- **Accommodate Pre-K growth in charter schools:** Though there are currently just 16 charter schools operating Pre-K programs, many more high quality charter schools have the educational capacity to do so, including the nearly three-quarters of the 205 charter schools that currently provide kindergarten. But without access to public facilities or funding for facilities to operate Pre-K programs, many of these high quality charter schools find it unviable. Providing charter schools access to some of the additional planned Pre-K capacity would help to strengthen and expand the city's Universal Pre-K program.

It is clear that with over 60% of charters operating in DOE space, legislation supporting co-locations in New York City, the continued growth of the charter sector in communities with the greatest space constraints, and the DOE supporting charter co-locations (19 have been approved since the 2014 amendments),² charter schools will continue to be part of the district's capital planning and must be acknowledged as such in the January Amendment to the DOE Capital Plan.

² Eliza Shapiro, *City has approved most charter school space requests*, POLITICO, February 3, 2016.



**TESTIMONY
BEFORE
THE COUNCIL OF THE CITY OF NEW YORK
EDUCATION COMMITTEE**

FY 17 PRELIMINARY BUDGET HEARING

**WRITTEN TESTIMONY SUBMITTED BY
Lucy N. Friedman, President**

ExpandED Schools (formerly TASC)

March 8, 2016

Good afternoon. My name is Lucy N. Friedman and I am the President of **Expanded Schools, formerly TASC**. I want to thank Finance Chair Ferreras, Education Chair Dromm and the New York City Council for the opportunity to submit written testimony about the FY 17 Executive Budget and its impact on education and youth services.

Since its inception more than 15 years ago, **Expanded Schools has helped more than 700,000** kids by supporting after-school programs in New York City and beyond. Expanded Schools-supported after-school and expanded learning programs are operated by community-based organizations (CBOs) with roots in the neighborhoods and schools they serve. Our partnerships with CBOs ensure that programs provide a balanced range of services for children and youth, that includes academics, art, and sports.

Expanded Schools is dedicated to closing the learning gap by increasing access to enriched education experiences. Expanded Schools has been an innovator in after-school and expanded learning, piloting several Expanded Demonstration Schools in NYC. Our Expanded Demonstration schools, where all students participate in an expanded school day, have shown great progress, especially for students of color. **In Expanded Schools, kids get 35% more learning time at about 10% of the cost and outpace citywide gains in academics. Overall school attendance increased 50% more than the citywide attendance rate and surpassed the average school climate score in all measures.**

In addition, Expanded Schools also funds, monitors, evaluates and supports after-school programs in New York City public schools and currently serves nearly 17,000 students and their families directly. This broad experience informs our suggestions regarding the City's FY 2017 budget.

I am here to speak about the importance of the Council's youth and education initiatives and your investment in Expanded Schools. The City Council is a critical partner and Expanded Schools thanks you for your continued support of after-school and expanded learning time programs through two City-wide initiatives.

It is important to note that the recent expansion of the City's after-school system is largely based on the joint work that Expanded Schools and the Council did in building a City-wide system of after-school. We ask for your continued support of these programs as the need for after-school continues in low-income and working family neighborhoods.

Expanded Schools is proud to serve as a member of the **Middle School Task Force**, a diverse group of stakeholders who starting in 2007, were charged with addressing the persistent low performance of NYC's Middle Schools. The Task Force made several recommendations to the Department of Education (DOE) in the areas of leadership, teaching and learning, parental involvement, student support and counseling, governance and organization and safety and discipline. As a result, the DOE developed the **Middle School Quality Initiative (MSQI)**, an instructional intervention for improving literacy levels in the lowest performing middle schools to ensure students are on the path to high school, college and career success. Expanded Schools partnered with MSQI, the City Council and Harvard EdLabs to bring struggling readers up to grade level through **Middle School ExTRA**, a pioneering initiative to expand the school day in 19 schools with reading, tutoring and enrichments.

The City Council continues to help ExpandedED Schools innovate and shape the future of after-school through funding two city council initiatives. By funding ExpandedED Schools through the **Middle School Expanded Learning Time initiative**, the Council and ExpandedED Schools are also jointly envisioning the future of the 3pm to 6pm hours and its close connection to the school day. This program continues to give middle school students the support they need to keep them engaged in school at a critical period in their lives and supports the original recommendations of the Middle School Task Force. **The Council currently provides \$1.55 million to support the Middle School Expanded Learning Time program and we urge that these funds are restored.**

In addition, the Council's **TASC After-Three program**, provides ExpandedED Schools with \$3.0 million to help fund 43 after-school programs in all five boroughs. Without Council funding after-school programs may be forced to close, 860 employees may be laid off and thousands of working parents would lose a dependable source of childcare. Nearly 6,800 children have a safe place to go once the school day ends because of the City Council's investment in ExpandedED Schools through the After Three Initiative.

In FY 2017, ExpandedED Schools is requesting \$6.0 million to support additional after-school programs throughout the city to ensure the initiative reaches all council districts that want a program. The funding will also **continue to support the existing 43 programs** and ensure current programs are high quality with more enhancements at an appropriate rate. Additionally, the TASC After Three Initiative will **expand our Expanded Options program, a credit bearing apprenticeship addressing the gap in after-school programs for high schools students.** Lastly, the funds will enable ExpandedED Schools to continue to provide high quality technical assistance and capacity building support to all funded programs.

ExpandedED Schools is a trusted Council partner that provides stringent oversight of these funds and maximizes their impact. Our program officers monitor each of these sites and constantly check for program quality and provide stringent fiscal oversight.

Thank you for this opportunity to submit testimony today. We're grateful for the Council's continued support of ExpandedED Schools and I have faith that you will take the necessary action to ensure that thousands of children in New York City continue to have access to Council-supported ExpandedED Schools after-school programs.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Lorraine Grillo

Address: _____

I represent: NYCS CA

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/8/16

(PLEASE PRINT)

Name: Andrew Leonard

Address: 15 Maiden Lane, Suite 1200

I represent: Children's Defense Fund - NY

Address: 15 Maiden Lane

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Elizabeth Rose

Address: 52 Chambers NY NY 10007

I represent: DOF

Address: 52 Chambers NY NY 10007

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Julissa Bison

Address: _____

I represent: Hawthorne Road NY

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Florinda Banderas

Address: 157 Belmont Ave

I represent: Silberman School of Social

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/8/16

(PLEASE PRINT)

Name: MARIE WINFIELD

Address: 450 E. 117th ST NYC 10035

I represent: D4 Manhattan parent

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Leanne Harrison

Address: _____

I represent: Class Size Matters

Address: 124 Waverly Pl NYC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/8/16

(PLEASE PRINT)

Name: Alex Gleason

Address: 275 7th Ave (agleason@nycc16.org)

I represent: NYC Central Labor Council (Climate Workes for all)

Address: 275 7th Ave (agleason@nycc16.org)

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/8/16

(PLEASE PRINT)

Name: Diann Jenkins

Address: 1700 Lincoln Avenue

I represent: Concerned Adult Educators

Address: ONCE Dept of Education NYC

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: DR. EDUARDO HERNANDEZ

Address: 449 TURNER AV., BRONX, NY 10473

I represent: CEC DISTRICT 8

Address: 1230 ZERGA AV. BRONX NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/8/16

(PLEASE PRINT)

Name: SHINO TANIKAWA

Address: 118 SULIVAN ST NY NY

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: MARCH 8, 2015

(PLEASE PRINT)

Name: LUKE HENRY

Address: 240 EAST 4th ST. 3D

I represent: COMMUNITY EDUCATION COUNCIL 1

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/8/16

(PLEASE PRINT)

Name: J. J. Torion

Address: 74 Jesse White Pkwy 795

I represent: WY 8000

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Mary Cecilia Sweeney

Address: 68-61 Yellowstone Blvd.

I represent: parents + Class Size Matters member

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/8/16

(PLEASE PRINT)

Name: Georgia

Address: 80 Pine St., New York, NY

I represent: Educators 4 Excellence

Address: ✓

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

Date: _____

(PLEASE PRINT)

Name: Kassandra 3:30pm

Address: _____

I represent: Educators 4 Excellence

Address: 80 Pine St., NY, NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

Date: _____

(PLEASE PRINT)

Name: Massawa 3:45pm

Address: _____

I represent: Educators 4 Excellence

Address: 80 Pine St., NY, NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

Date: _____

(PLEASE PRINT)

Name: Cameron 4:45pm

Address: _____

I represent: Educators 4 Excellence

Address: 80 Pine St., NY, NY

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Emil Pietromonaco

Address: United Federation

I represent: of Teachers

Address: 52 Broadway

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Massawa Stevens Morrison

Address: _____

I represent: _____

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: MARIA ROCHA

Address: 531 41st St. 11232

I represent: FRIENDS OF SUNSET PARK + CAMPAIGN

Address: same / to make space for Quality

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Kassandra Reyes Vizcaino

Address: 80 Pine Street

I represent: Educators 4 Excellence

Address: _____

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