

**Testimony of NYC Schools Chancellor Carmen Fariña  
on the Mayor's Fiscal Year 2018 Executive Budget**

May 16, 2017

Good morning Chairs Ferreras-Copeland and Dromm and all the members of the Finance and Education Committees here today. Thank you for the opportunity to testify on Mayor de Blasio's Fiscal Year 2018 Executive Budget as it relates to the New York City Department of Education. I am joined today by Raymond Orlando, the DOE's Chief Financial Officer.

To begin, I would like to thank Speaker Mark-Viverito, Chairs Ferreras-Copeland and Dromm and all the Members of the City Council for your continued leadership and partnership on behalf of our 1.1 million students.

This Administration is committed to ensuring that all students, regardless of where they live, where they are from, or where their parents are from, have access to an excellent and equitable education, and I am proud of what we have accomplished so far on behalf of the City's students. Last year's graduation rate, 72.6 percent, is the highest it has ever been, while our dropout rate, 8.5 percent, is the lowest it has ever been. New York City's students also outperformed the rest of the State in the State ELA exam for the first time, and our overall improvement outpaced the rest of the State in both ELA and Math.

However, we know we have more work to do. That's why the Equity and Excellence for All agenda sets an aggressive plan to reach ambitious goals for New York City schools.

Through Equity and Excellence for All, we are addressing our students' academic, social, and emotional needs—starting with our youngest learners until they earn their high school diploma and receive a college acceptance letter.

There are over 800 schools with at least one Equity and Excellence initiative this year—this number has continued to grow over the course of the year.

I would like to share some highlights:

As part of our **Universal Literacy** initiative, over 100 reading coaches are currently working in elementary schools to ensure that, by the end of second grade, all students will be reading on grade level. Next year, we will more than double the number of coaches in our schools.

Teachers are strengthening their math instruction in over 200 elementary, middle, and high schools through the **Algebra for All** initiative. We're starting this work in the fifth grade, and will ensure that all eighth graders have access to Algebra.



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Our **College Access for All** initiative is making college an achievable expectation for all students. In particular, we have eliminated the CUNY application fee for low-income students.

On April 5<sup>th</sup>, we held the first-ever **Citywide SAT School Day** when all high school juniors were able to take the SAT during the school day free of charge. The Citywide SAT School Day removes a number of barriers to SAT participation for students: individually registering for the test; requesting a fee waiver; traveling to an unfamiliar location; and having to take the test on a Saturday, when students may work.

Last year, we saw a record high number of students who took at least one Advanced Placement (AP) exam. Participation and performance gains were largest for Black and Hispanic students, with an 18 percent increase in the number of Black students passing at least one AP exam, and a 10.8 percent increase in the number of Hispanic students passing at least one. Our **AP for All** initiative, which is bringing new AP courses to 63 high schools this year—and will eventually ensure every high school student access to at least five AP classes—will build on this progress. At the Lehman Campus in the Bronx for example, 33.8% of last year's graduating cohort took at least one AP exam—an increase of 13.2 percentage points from the prior year (2014-15). The AP for All expansion that began this year increased the number of AP courses offered at Lehman, including 3 courses that are open to students from multiple schools within the campus.

The **Computer Science for All** initiative will ensure that by 2025, all of the City's public school students will receive high quality Computer Science education at each school level: elementary, middle, and high school. To achieve this, the DOE will train nearly 5,000 teachers over the next 10 years. At P.S. 62 in Queens, computer science is taught at all grade levels through project-based learning such as the work first graders are doing with robots to develop collaborative problem solving skills. Brooklyn's P.S. 376 is integrating computer science and STEAM at each grade level to create a transdisciplinary approach to instruction. During my visit in February, I watched as students programmed lights, motors, and animated characters to illustrate scenes from Alice in Wonderland.

The **Single Shepherd** initiative in District 7 in the Bronx and District 23 in Brooklyn is showing promise. This program serves all 16,000 students in 50 schools and provides them with a dedicated counselor or social worker who will guide them on a path to success. Guidance counselors are able to spend more time and be more proactive with their students—as one principal said, time builds relationships and relationships create success.

Also, with the **District-Charter Partnerships** program, district and charter schools are coming together to share best practices on specific topics such as instruction for English Language Learners and math instruction, and the sharing goes in both directions.

Additionally, Renewal Schools throughout the City are making progress. Across Renewal high schools, we've seen a seven percent graduation rate increase over the last two years. In addition, across all Renewal Schools, attendance is up, chronic absenteeism is down, and teachers are developing stronger instructional practices. These schools are receiving clear guidance on the progress they need to make and resources to meet rigorous but realistic goals.



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We are also expanding the number of Community Schools. Last week, we announced that 69 additional schools will become community schools beginning in September. This will bring the total number of Community Schools to 215 reaching 108,000 students across the City.

The safety of our students is our highest priority. Every child in New York City has the right attend a public school and we are committed to ensuring that our students are protected and receive a high-quality education. In January and March we issued guidance and resources to families and school administrators regarding immigration and protocols in case a federal immigration officer shows up at a school. Yesterday principals, staff and families received a letter reminding them of the protocol and the resources available to families. The DOE is also partnering with the Mayor's Office of Immigrant Affairs and other community organizations and legal service providers to offer "Know Your Rights" workshops available before, during, and after school across the City. These forums connect participants to legal services.

Generous funding from the City Council has enabled us to provide intensive restorative justice programming in 25 schools—all of which have seen a decrease in suspensions. And, also with City Council funding, for the first time our school communities will benefit from the programming and support of a Gender Equity Liaison. We also worked with the Council to supply all middle and high schools with free feminine hygiene products, to expand access to physical education and sports programs—particularly for female students and those who attend smaller schools—and to increase civic engagement, voter registration, and participation among high school students.

We are pleased that our increased emphasis on parent engagement has resulted in significantly more parents attending parent-teacher conferences, participating in parent groups, and running for their Community or Citywide Education Council (CEC). We have held native language family engagement conferences in Spanish, Bengali, Arabic, and Mandarin. We also started Grand Connections, an engagement group for grandparents in December 2015.

In addition, we are incubating two new initiatives: The Family English Initiative, where parents not only learn English together with their ELL students in grades K-2, but they pick up skills and information to support their leaning at home. This year, 75 families from four schools are participating. The second is FaceLab, a STEAM education training program where parents learn to facilitate robotics activities with teachers in the classroom or afterschool. FaceLab is currently in 18 schools with over 80 parents. And just last week, we had over 500 parent coordinators attend a professional development day at the NY Public Library to support their planning for family engagement throughout Summer in the City.

To better reach the nearly 40 percent of our parents who speak a language other than English at home, we have significantly expanded and improved language access services for our families. Changes include designating and training a Language Access Coordinator (LAC) in each school, hiring nine new full-time field LACs to oversee services in schools, expanding services to CECs and providing schools with direct access to over-the-phone interpretation in over 200 language, 24 hours a day, 7 days a week. The change to the over-the-phone services resulted in schools making over four times the number of calls as before.



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I remain committed to working to improve educational opportunities for all ELLs and ensure that they have access to rigorous instruction and the full range of educational opportunities within the DOE. We currently have 434 bilingual programs across every borough, and are adding 68 more this September, including the first-ever bilingual program in Urdu and expanding Bengali bilingual programs at elementary and high schools. As a former ELL myself, this work is very personal and I know how crucial these programs are and the difference they can make in the lives of our students and families.

Our commitment to meeting the individual needs of our students with disabilities remains a focus for the DOE and is evidenced by the growth of our ASD (Autism Spectrum Disorder) Nest, ASD Horizon, and Bilingual Special Education programs. This school year, we opened 28 additional ASD Nest and Horizon sections in existing district schools, and seven new district schools opened ASD Nest or Horizon programs. I would also like to highlight our partnership with the Cerebral Palsy Foundation and NYU Langone Medical Center around the Just Say Hi initiative to celebrate the diversity of students with disabilities and strengthen school communities. This year, eight schools received resources aligned to the curriculum that facilitates conversations in the classroom about disability.

Increasing the diversity of our schools and classrooms is also a top priority. We will be releasing more information on this work before the end of the school year, and I look forward to continuing this important conversation.

Career and Technical Education (CTE) programs are also a key part of our strategy to put students on the path to college and careers. To that end, we are investing in 40 new high-quality CTE programs opening this year and across the next two school years, and we are also strengthening our numerous existing programs. In addition, City Council funding has allowed us to significantly expand and strengthen work-based learning opportunities, including paid internships for students enrolled in CTE programs.

Now, I will discuss next year's budget for our schools.

The FY2018 Executive Budget includes an allocation of approximately \$30.8 billion, including \$24.3 billion in operating funds and another \$6.5 billion of education-related pension and debt service funds in FY18. Our funding is a combination of City, State, and federal dollars, with City tax levy dollars making up the largest share at 57 percent, State dollars at 37 percent, and federal dollars at 6 percent.

The Mayor's proposed FY2018 budget for our schools builds on this Administration's progress, and continues the historic investments made in previous years to ensure that students have access to rigorous instruction and non-academic supports to boost student achievement, and also makes additional targeted investments in our schools.

The recently announced "3K for All" initiative builds on the success of Pre-K for All, and provides NYC children continuum of early care and education from birth to five-years-old. 3K



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for All will begin in the South Bronx's District 7 and Brownsville's District 23 and we are also helping families enroll in existing seats for three-year-olds across the City.

As part of our ongoing partnership with the Administration for Children's Services around supports for all students and particularly our youngest students, their EarlyLearn NYC contracts will be integrated into the Division of Early Childhood Education to create consistently high quality standards across all of the publicly-funded early childhood continuum. This is expected to support better transitions to elementary school, and we are pleased that the Mayor has committed \$20.1 million in his executive budget to improve the quality at EarlyLearn programs.

This year, we are implementing several new initiatives to support the academic, social, and emotional needs of students living in temporary housing. We hired more attendance teachers and social workers, are implementing literacy programs in shelters and are providing school-based health services. Additionally, the City launched a program to provide yellow bus service for students in grades K–6 who reside in the Department of Homeless Services shelter system. Next year's budget provides funding to continue these initiatives, including providing social workers in schools with the highest concentrations of students in shelter and after-school tutoring at the shelters themselves. We are working to ensure that school can remain a constant, stabilizing force in these students' lives.

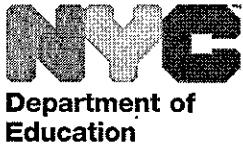
Last year, for the first time, our summer programs served high-need second graders. The budget includes funding to expand this program to serve an additional 4,400 second graders this summer.

We are investing over \$16 million to provide better and faster internet service. Internet speeds will improve in all school buildings by the end of the 2019-2020 school year.

Lastly, we are also tackling an issue that I know is important to many of you by committing to providing air conditioning in every classroom that is currently without one by 2022. Beginning in 2018 with 2,000 classrooms, each subsequent year will see at least an additional 2,200 classrooms receive an air conditioner.

Since 2009, the State has not met its court-ordered obligations under the Campaign for Fiscal Equity (CFE) lawsuit. In this school year alone, New York City public school students have been shortchanged \$1.6 billion in State education funds. Over two years, we raised the Citywide average Fair Student Funding (FSF) level from 88 percent to 91 percent. In addition, we are funding all Renewal and Community Schools at 100 percent of their FSF level and no school in the City is below 87 percent. We are committed to reaching 100 percent for all schools, but that accomplishment can be realized only if the State keeps its commitment to fulfill the CFE settlement.

While we are confident that we are headed in the right direction, we know there is more hard work ahead. I look forward to partnering with you and building upon this work alongside our educators and families. I thank you for your time and look forward to answering your questions.



**Testimony of the New York City Department of Education and the New York City  
School Construction Authority on the FY2018 Executive Capital Budget**

**Before the New York City Council Committees on Finance and Education**

May 16, 2017

*Elizabeth Rose, Deputy Chancellor, Division of Operations*

**INTRODUCTION & OVERVIEW**

Good afternoon Chairs Ferreras-Copeland and Dromm and Members of the Finance and Education Committees here today. 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 CEO of the New York City School Construction Authority (SCA). We are pleased to be here today to discuss the proposed February 2017 Amendment to the FY2015-2019 five-year Capital Plan. Since the last time we appeared before you to discuss the Plan, we have opened 29 sites, creating almost 5,700 new seats for our students, and we are on track to open 25 locations next September, for an increase of over 8,300 seats in the 2017-2018 school year, including new pre-K sites. We are grateful to the City Council for its strong support and generous funding to our schools.

The Proposed Amendment will allow us to site and create new capacity in districts with persistent or projected overcrowding and 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. Additionally, the Plan targets much-needed improvements for our aging infrastructure. The proposed \$15.5 billion Capital Plan contains over \$600 million in new funding from the Spring 2016 Adopted Amendment. Main program increases include funding for additional Pre-K For All seats, Hurricane Sandy reimbursements, City Council Borough President funding, Replacement, Accessibility, and School Based Health Center funding.

As you are aware, we testified before the Education Committee regarding the Capital Plan in March. While there are no changes from the proposed Plan I presented, I welcome the opportunity to revisit that testimony, particularly since members of the Finance Committee did not participate in that hearing.

The proposed 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 the DOE's Web site. The SSIP was submitted to the State for approval. We look forward to hearing back from the Smart Schools Bond Act Review Board.

## CAPITAL PLANNING PROCESS

As you are aware, we developed an annual amendment process beginning with the FY2005-2009 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 1,400 buildings. This survey generates our needs for Capital Investment projects to maintain our buildings in good repair.

We also annually update enrollment projections. 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 2017 Amendment includes \$5.9 billion for capacity, \$6 billion for capital investment, and \$3.6 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 \$5.9 billion allocated to capacity, \$4.5 billion is dedicated to creating more than 44,000 new seats through an estimated 84 projects within school districts experiencing the most critical existing and projected overcrowding. 17 projects have been identified since the last adopted Amendment, including a middle school at 48<sup>th</sup> Street in District 30, Francis Lewis High School Annex, and an elementary school at Targee Street in District 31.

The Proposed 2017 Amendment continues to identify a seat need of approximately 83,000 seats, which is partially attributable to 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.

The Amendment also includes \$800 million for Pre-K for All seats, an increase of approximately \$130 million from the 2016 adopted budget, which will create more than 8,300 new seats across the City.

In addition, \$142 million has been allocated to replace facilities where leases expire during this Plan.

Finally, \$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. This program 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. Under this program, three projects are currently under design, one each in District 11 in the Bronx, District 19 in Brooklyn, and District 29 in Queens.

#### Capital Investment

Over 60 percent of the \$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, \$405 million has been allocated to remove TCUs and redevelop the yard space where the TCUs had been located. To date, we have removed 110 TCUs and have developed plans to remove 108 more, leaving a remaining balance of 136 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 40 percent, or \$1.5 billion, will go toward School Enhancement projects. The two main programs in this categories are Facility Enhancements and Technology.

The proposed 2017 Amendment includes approximately \$875 million for facility enhancements. Some of the highlights of the program include electrical upgrades to facilitate installation of air conditioners, bathroom upgrades, accessibility projects, upgrades to instructional spaces in existing buildings, such as the restructuring of classrooms, the creation of health centers in our Renewal Schools, safety and security upgrades, 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. As a part of a broader commitment to support students in temporary housing, nearly \$20 million in capital is committed to build health centers at the schools with the highest concentrations of homelessness.



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, as well as other programs including the Software Engineering Pilot Program and Advanced Placement Computer Science courses.

Specifically, over 75 percent of the \$654 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.

Lastly, we are committing approximately \$29 million in expense funding over the next five years to provide air conditioning in every classroom that is currently without one. Beginning in FY 2018 with 2,000 classrooms, each subsequent year will see at least an additional 2,200 classrooms receive an air conditioner. We know this is an initiative that is very important to many of you. The proposed Plan supports the initiative by allocating \$50 million for electrical upgrades in some buildings that require additional electrical capacity to facilitate the installation of air conditioners. Work is already underway to assess some of our buildings for electrical upgrades.

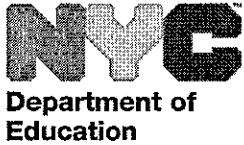
### Mandated Programs

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 was \$1 billion, about half of which was covered by the previous five-year Capital Plan. The proposed 2017 Amendment allocates \$480 million to replace all remaining lighting fixtures in our schools. I am particularly pleased to say that this long-term project was completed in December 2016, five years ahead of the original schedule. We are grateful to the Council for its support in this effort.

The Mandated Programs category also includes approximately \$750 million for boiler conversions in approximately 110 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.

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I represent: Department of Education - Expense

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I represent: Education

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I represent: Education Budget

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Date: 5/16/17

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Name: Elizabeth Rose

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Address: 100 E 12th St

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Date: 5/16/17

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Name: Lorraine Grillo

Address: President & CEO

I represent: School Construction

Address: Authority

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