

CITY COUNCIL  
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

of the

COMMITTEE ON EDUCATION

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September 19, 2008

Start: 10:14am

Recess: 2:14pm

HELD AT: Council Chambers  
City Hall

B E F O R E:  
ROBERT JACKSON  
Chairperson

COUNCIL MEMBERS:  
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G. Oliver Koppell  
Simcha Felder  
Maria del Carmen Arroyo  
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Bill de Blasio

## A P P E A R A N C E S

## COUNCIL MEMBERS:

Gale A. Brewer

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

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Senior Executive for Career and Technical Education  
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## A P P E A R A N C E S (CONTINUED)

Hank Wasiak  
Founder's Board Member  
American Heart Association

Joe Mugivan  
Teacher  
New York City Schools

Ronald Smith  
Former Teacher  
Department of Education

Dwayne Sampson  
President  
Conference of Minority Transportation Officials

1  
2 ALIBERTO COYASO: Testing one, two,  
3 three. Testing one, two, three. Committee on  
4 Education. Today's date is September 19, 2008.  
5 And, it's being recorded by Aliberto Coyaso  
6 [phonetic].

7 CHAIRPERSON JACKSON: Good morning  
8 and welcome to today's Education Committee  
9 hearing, Oversight hearing, on Career and  
10 Technical Education in the New York City Public  
11 School System. Before I begin, let me introduce  
12 my colleagues that are present this morning. We  
13 have, to my left, James Vacca of the Bronx, Lew  
14 Fidler walking in from Brooklyn and myself, Robert  
15 Jackson, along with Counsel Chris--

16 CHRIS SATORI: Satori [phonetic].

17 CHAIRPERSON JACKSON: --Satori and  
18 Jan Atwell [phonetic], our legislative analyst,  
19 Regina Perita Ryan [phonetic], our finance  
20 legislative analyst and an intern from Fordham  
21 University Law School, Michael Embrezie  
22 [phonetic].

23 We address this critical issue at  
24 the start of the new school year because the  
25 Department of Education is initiating improvements

1  
2 in its career and technical education programs  
3 based on recommendations made in the July 2008,  
4 made by the Mayoral Task Force on Career and  
5 Technical Education Innovation. The  
6 Administration's Education Reform efforts did not  
7 focus on career and technical education until  
8 Mayor Bloomberg announced plans to create the Task  
9 Force in his January 2008 State of the City  
10 address. I don't know what took them so long to  
11 get around to it, but it's gratifying to see that  
12 attention is finally being paid to this long-  
13 overlooked, but crucial, part of the school  
14 system.

15 Career and technical education used  
16 to be called vocational education. From the time  
17 of the industrial revolution, starting in the  
18 early to mid-1800s, most of the focus about  
19 schools was on vocational education, training  
20 children and youth for work, whether in factories  
21 or a shop or a construction site. For some time,  
22 school ended at eighth grade, after which students  
23 went to work. Others went on to high school  
24 before starting a career. Relatively few went on  
25 to college at that time.

1  
2 But, by the mid-1900s, when our  
3 economy was based less on manufacturing and more  
4 on finance, healthcare, teaching and other  
5 professions, there was a noticeably shift in our  
6 schools away from vocational programs towards  
7 academic and college prep courses. And, by the  
8 time I went to school, and I'll leave that for you  
9 to guess, students were being tracked, supposedly  
10 based on ability and different path, with so-  
11 called smart kids placed in college prep courses  
12 and "slower kids" students pushed into non-  
13 college-bound vocational programs.

14 Suddenly, college had become not  
15 just for the few elite, but the preferred path for  
16 the majority of students, while vocational  
17 education developed a stigma as a dumping grounds  
18 for slow learners. Not surprisingly, academic  
19 programs were beefed up, while vocational programs  
20 were largely ignored. To combat this, the term  
21 'career and technical education' or, commonly  
22 known as CTE, was proposed and, by the late 1990s,  
23 had largely become to replace the term 'vocational  
24 education.' More than just a change in name,  
25 though, CTE also differs from the old notion of



1  
2 vocational education, which was only about  
3 teaching work skills. CTE programs today, on the  
4 other hand, combine academic courses with  
5 workforce preparation. Now, students, who go to  
6 CTE schools, need to take all the academic classes  
7 and pass all the same Regents exams as students  
8 attending regular academic high schools. In  
9 addition, they must get industry certification.  
10 They must complete 10 to 18 credits in CTE.

11 CTE schools serve a more  
12 disadvantaged student population than other  
13 schools, though. CTE students tend to be poorer  
14 than those at regular high schools. And, CTE  
15 schools also have a student population that is  
16 disproportionately male, Hispanic and Black. Many  
17 students attending CTE high schools are extremely  
18 low-performing, which required the schools to  
19 spend significant time and effort on remediation;  
20 time that cannot be spent on vocational  
21 instruction. In one report, the principal of a  
22 CTE school was quoted as describing last year's  
23 entering class by saying "Of our 400 freshmen, 86%  
24 were reading at least four grades below ninth  
25 grade level." And, despite these challenges and

1  
2 the double workload of academic plus CTE courses,  
3 the City's CTE high schools actually have higher  
4 graduation rates and lower dropout rates than the  
5 general academic schools.

6           Currently, many believe that the  
7 pendulum has swung too far in a direction of  
8 college preparation. While many careers do  
9 require a college degree, many other desirable  
10 high-paying, much-needed jobs do not. There are  
11 critical shortages of workers in non-professional  
12 positions in the healthcare, information  
13 technology and service industries, as well as  
14 trades, like plumbing, auto mechanics and others,  
15 that require only a high school diploma or  
16 technical certificate or degree from a two-year  
17 college.

18           Clearly, now is the time to focus  
19 on CTE, which is becoming increasingly important  
20 both for students and for the local economy as  
21 industries from healthcare to construction to  
22 information technology will likely experience  
23 workforce shortages in the decades ahead due to  
24 anticipated surge in retirements among Baby  
25 Boomers. I hate to say it, but in these times of

1  
2 fiscal downturn, there may be a lot more money  
3 managers and other college grads out of work and  
4 looking for other types of employment. But, there  
5 will always be a need for a plumber, an  
6 electrician, an auto mechanic, a carpenter and  
7 other technical skills.

8 Today, the Committee seeks to  
9 gather information concerning the current state of  
10 the CTE programs in New York City Public Schools  
11 and to review plans to implement the  
12 recommendations of the Mayoral Task Force on  
13 Career and Technical Education Innovation and  
14 those of others discussed above. The Committee  
15 will also hear from parents, advocates, unions and  
16 others regarding their ideas about career and  
17 technical education and will explore  
18 recommendations for greater accountability and  
19 improvements in these areas.

20 In addition to hearing about the  
21 CTE, we will also be considering Resolution Number  
22 1541 today. This is a Resolution calling on the  
23 New York City Department of Education to survey  
24 schools to assess compliance with curriculum  
25 mandates in the State Educational law and in the

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2

Regulations of the Commissioner of the State

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Education Department and to assist schools that

4

are not in compliance with such mandates to fully

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comply with the law.

6

I just want to let everyone know,

7

who's assembled here today, that the

8

Administration does not testify on Resolutions. I

9

wish they would. But, they don't. So, we will be

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hearing testimony from the Department of Education

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and others on career and technical education

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first. Then, after that, we will hear testimony

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on Resolution 1541. Everyone who wishes to

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testify today must fill out a slip, which is

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located at the Sergeant of Arms desk to my left,

16

in front of the Chambers. And, please indicate on

17

the witness slip whether you are here to testify

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on career and technical education or on the

19

Resolution.

20

And, before I turn to our

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witnesses, we've been joined by our colleague,

22

Oliver Koppell of the Bronx and Simcha Felder of

23

Brooklyn. And, with that, I'll turn to our first

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witnesses. And, I'll ask them to introduce

25

themselves.

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2 DINA PAUL-PARKS: Thank you,  
3 Mr. Chairman. Good morning, Chairman Jackson and  
4 members of the City Council Committee on  
5 Education. My name is Dina Paul-Parks, and I'm a  
6 Senior Policy Advisor in the office of the Deputy  
7 Mayor for Education and Community Development,  
8 Dennis Walcott. As the Mayor's Office liaison for  
9 career and technical education, I'm thankful for  
10 the opportunity to testify before you today about  
11 the City's CTE efforts. Before I go any further,  
12 however, I would like to introduce, Gregg Betheil,  
13 to my left, who is the Senior Executive for Career  
14 and Technical Education at the New York City  
15 Department of Education.

16 CHAIRPERSON JACKSON: I'm sorry,  
17 what is his position?

18 DINA PAUL-PARKS: He is the Senior  
19 Executive for Career and Technical Education at  
20 the DOE. In a few minutes, Gregg will spend some  
21 time providing you with a more detailed framework  
22 of this initiative, after which we will be happy  
23 to answer your questions.

24 Before I talk specifically about  
25 our latest CTE efforts, I would like to provide

1  
2 you with a little bit of context for its impetus.  
3 Six years ago, Mayor Bloomberg and Chancellor  
4 Klein created Children First to address the  
5 greatest challenge and opportunity in public  
6 education today; preparing our students to  
7 succeed, to become thoughtful, productive citizens  
8 and to contribute to the city's vibrancy and  
9 competitive advantage. Under Children First, the  
10 overarching goal of the New York City Department  
11 of Education is to develop, support and sustain,  
12 this year, almost 1,500, great schools, providing  
13 every student in the city access to a high quality  
14 education and the chance to thrive. The DOE is  
15 not building a great school system, but, rather a  
16 system of great schools.

17 Over the past year, the City has  
18 engaged a number of constituents, agencies and  
19 advocates about the need to expand further  
20 secondary options under Children First. Emerging  
21 from these discussions was a powerful consensus  
22 for a renewed focus on career and technical  
23 education. This consensus was driven by the  
24 recognition that current CTE schools and programs  
25 have varying degrees of quality and rigor and

1  
2 required a re-conceptualization in order to  
3 effectively prepare all of our students for high  
4 school graduation and postsecondary success in the  
5 21<sup>st</sup> century economy.

6 In his January 2008 State of the  
7 City address, Mayor Bloomberg took up the  
8 challenge by announcing the creation of a Task  
9 Force to examine how we could, in his words,  
10 "Begin dramatically transforming how high school  
11 students prepare for technical careers in a number  
12 of growing fields." The Mayoral Task Force on  
13 Career and Technical Education, Education  
14 Innovation rather, chaired by former Mayor David  
15 Dinkins and New York Life Chairman Sy Sternberg,  
16 was composed of various constituencies, educators,  
17 parents, higher education, and industry. And for  
18 your convenience, there's a full listing of  
19 members attached to this testimony.

20 The Task Force met throughout the  
21 winter and into the spring, including hosting two  
22 public hearings in April and June. In addition,  
23 its work benefited tremendously from close  
24 collaboration with, and input from, key partners,  
25 such as the United Federation of Teachers,

1  
2 Community Service Society of New York, Advocates  
3 for Children, Partnership for New York City and  
4 Legal Momentum, among others. The Task Force  
5 issued its final report, Next Generation Career  
6 and Technical Education in New York City, in  
7 July with the Mayor's enthusiastic endorsement.

8           Within the broader framework of  
9 ongoing efforts to raise the system's overall  
10 graduation rates, the Task Force was convened to  
11 address a number of challenges, including, the  
12 negative stereotypes that are often associated  
13 with the old system of technical education, as  
14 compared to the system that we have now known to  
15 become career and technical education; also,  
16 industry needs for a qualified workforce ready for  
17 the 21<sup>st</sup> century economy; and the need for students  
18 to receive a meaningful diploma that will help  
19 them succeed whether they decide to go straight to  
20 work or to a two or four-year college.

21           In addition, the current CTE  
22 landscape, including uneven track record of  
23 achievement and memories of tracking of students  
24 into lower academic pathways, poses serious  
25 roadblocks for making CTE a realistic pathway for



1 most students. To meet these challenges, the Task  
2 Force identified five goals for future career and  
3 technical education in New York City. Number one,  
4 meet 21st-century standards, specifically, prepare  
5 students to meet rigorous academic and industry-  
6 based skills defined by the State Board of Regents  
7 but incorporating recommendations from industry  
8 partners. Number two, expand pathways to  
9 graduation, specifically, create rigorous courses  
10 of study that integrate academics, internships and  
11 hands-on experience. Number three, engage and  
12 empower industry leadership, specifically, develop  
13 a well-defined partnership structure for industry  
14 that ensures CTE programs remain relevant as  
15 industry evolves. Number four, prepare students  
16 for postsecondary success, specifically, prepare  
17 more students for postsecondary education and  
18 training by ensuring secondary-level CTE  
19 coursework is well-aligned with expectations for  
20 post-secondary degrees and certificates. And,  
21 number five, increase opportunity and access,  
22 specifically, provide students and families with  
23 the necessary information to make informed choices  
24 about their educational options, including CTE,  
25

1  
2 and ensure that all students, regardless of race,  
3 gender, disability or national origin, have access  
4 to high schools that give them postsecondary work  
5 and educational options upon graduation.

6 In short, it is a recipe to ensure  
7 that this effort will not be the old system of  
8 technical education warmed over.

9 In pursuit of these goals, the Task  
10 Force advanced several innovative new policy  
11 prescriptions. You will hear some of the  
12 specifics of these recommendations in a moment.  
13 But, they make it clear that there's a great deal  
14 of work to be done if we are to collectively  
15 realize this vision, particularly given the  
16 Mayor's commitment to launch a minimum of three  
17 demonstration sites next September. We are  
18 fortunate to have a very strong coalition of  
19 partners, as well as an extraordinarily  
20 knowledgeable and thoughtful educator, guiding  
21 DOE's efforts in this regard. And at this time, I  
22 would like to turn to him for further elaboration  
23 on the work ahead. Gregg.

24 GREGG BETHEIL: Thank you, Dina,  
25 and, good morning, Chairman Jackson and members of

1  
2 the Council's Education Committee. Thank you for  
3 this opportunity to testify today. My name is  
4 Gregg Betheil. I'm the Senior Executive for  
5 Career and Technical Education at the New York  
6 City Department of Education.

7           Importantly, I look forward to  
8 addressing any questions you have about the status  
9 and future directions of career and technical  
10 education in the City. First, however, I'd like  
11 to take the opportunity to do three things; put  
12 career and technical education in the context of  
13 the City's overall secondary education reforms;  
14 talk to you a little bit and define our CTE  
15 strategy; and talk about how these efforts move us  
16 toward a new model of career and technical  
17 education for the 21<sup>st</sup> century.

18           As Dina said, under Children First,  
19 the overarching goal of the New York City  
20 Department of Education is to develop, support,  
21 and sustain 1,500 great schools, providing every  
22 student in the City with access to high-quality  
23 education and the chance to succeed. Building a  
24 portfolio of high-quality education options that  
25 meets the diverse needs of New York City's 1.1

1  
2 million students and their families has been the  
3 centerpiece of the reforms.

4 To accomplish this, internal DOE  
5 stakeholders, from the Chancellor's office, the  
6 Office of Portfolio Development, the Office of  
7 Multiple Pathways to Graduation and the Division  
8 of Teaching and Learning, have collaborated with  
9 external support partners to develop a range of  
10 meaningful programs designed to target high-need  
11 student populations, organized around two  
12 complementary set of strategies aimed at improving  
13 the four and six-year graduation rates.

14 Preventative Strategies that focus  
15 on providing students with rigorous, personalized  
16 and engaging academic options to prevent them from  
17 falling off-track and becoming over age and under-  
18 credited. The Gates Foundation has been a strong  
19 partner in this work, which includes new small  
20 schools, charter schools, strong small learning  
21 communities within larger comprehensive middle and  
22 high schools. Recuperative Strategies that focus  
23 on improving academic outcomes for students who  
24 have already become over age and under-credited by  
25 putting them back on track and enabling them to

1  
2 graduate. Multiple pathway options for over-age  
3 and under-credited students include new Transfer  
4 Schools, Young Adult Borough Centers, full and  
5 part-time GED programs and Learning-to-Work  
6 programs.

7 Career and Technical Education  
8 represents one of the DOE's preventative  
9 strategies that directly engage students to meet  
10 rigorous Regents' graduation standards through a  
11 contextualized program of study that is connected  
12 to workforce experiences and postsecondary and  
13 industry opportunities. As of July 1<sup>st</sup> of 2008,  
14 there are 282 CTE programs in 114 schools and  
15 scores of CTE electives across the City serving  
16 more than 110,000 high school students. Twenty-  
17 six of these high schools are designated as CTE  
18 schools.

19 Career and technical education  
20 schools and programs have varying degrees of  
21 quality and rigor and require re-conception in  
22 order to effectively prepare all of our students  
23 for high school graduation, postsecondary and  
24 post-scholastic success in the 21<sup>st</sup> century  
25 economy. In an earlier era, career education

1  
2 earned a reputation for low academic standards,  
3 functioning primarily as a track to prepare low-  
4 performing students for low-skill jobs. A report  
5 in 2005 from Jobs for the Future acknowledges  
6 that, while the CTE field has upgraded its  
7 programming and reputation in recent years,  
8 changes in the economy mean that much more  
9 fundamental change is needed. As Jobs for the  
10 Future report cited, "A reform agenda for CTE  
11 should be consistent with that of high school  
12 reform nationally, rigor, relevance, and  
13 relationships, with academic rigor as the primary  
14 goal and accountability, choices and teacher  
15 quality as key levers for improvement."

16 Many students enter CTE high  
17 schools with minimum academic skills and little  
18 expectation of enrolling in postsecondary  
19 education. It is precisely these characteristics,  
20 as well as the often-heard warning that the  
21 majority of tomorrow's workers would need to  
22 engage in postsecondary learning throughout their  
23 careers, that make reform of CTE education a  
24 matter of urgency for New York, whose economy is  
25 especially dependent on high-skill occupations

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across multiple sectors.

The DOE seeks to expand on what we have achieved over the past six years by strengthening career and technical education to attract more students by enhancing the range of pathways and options that lead directly into meaningful postsecondary educational and workforce opportunities for our students. The overarching objective is to transform CTE into a rigorous program that directly aligns to the needs and demands of industry and equips students with the relevant skills and competencies to be successful and compete in the 21st century. We thank Mayor Bloomberg and Deputy Mayor Walcott for their efforts to make career and technical education innovation a citywide priority, as evidenced by the work of the Task Force on CTE Innovation and the recommendations that followed.

The New York State Department of Education has also demonstrated leadership and interest in CTE work, focused on improving CTE across the state and, recently committed to review New York State Learning Standards in the context of rising expectations in the 21st century. We

1  
2 were fortunate to have both Vice Chancellor Tisch,  
3 as well as Regent Bendit, as members of the Task  
4 Force. And, creating rigorous and relevant 21st-  
5 century CTE experiences and increased graduation  
6 rates will require ongoing innovation and  
7 collaboration among the state, local school  
8 districts, postsecondary institutions and industry  
9 partners. Partnering with the Board of Regents  
10 represents a critical State-City alignment that  
11 will not only facilitate programmatic enhancements  
12 to CTE, but also foster adjustments to CTE policy,  
13 which is crucial to the success of this work.

14 As Dina indicated, the Mayor's Task  
15 Force made recommendations to encourage policy  
16 changes and implementation efforts to ensure that  
17 CTE achieves five goals; meeting 21<sup>st</sup> century  
18 standards, expanding paths to graduation, engaging  
19 and empowering industry leadership, preparing  
20 graduates for postsecondary success and increasing  
21 opportunity and access.

22 Following on the Task Force report,  
23 our efforts to achieve these goals focus on three  
24 key areas of implementation. First to create up  
25 to five model CTE demonstration sites; second, to



1  
2 improve and expand the success of existing CTE  
3 schools and programs of study in comprehensive  
4 high schools and, third, to support CTE innovation  
5 by tailoring Department of Education policy and  
6 operations to achieve the desired outcomes. And,  
7 let me first start by talking about our efforts to  
8 create the model demonstration schools.

9           Through the creation of up to five  
10 CTE demonstration sites, the Department of  
11 Education will model opportunities, challenges and  
12 outcomes deriving from anticipated state policy  
13 flexibility in the implementation of innovative  
14 CTE school design. Demonstration sites will serve  
15 the explicit purpose of documenting and  
16 disseminating promising practices toward the  
17 improvement of the overall CTE portfolio. Key  
18 components of demonstration schools initiative are  
19 the development of rigorous, State-approved  
20 alternative assessments, academic and technical  
21 integration through work-based learning experience  
22 and the use of dual-credit courses.

23           School development partners have  
24 been invited to submit proposals that meet the  
25 2009 Application Guidelines for new DOE schools,

1  
2 which are available on the Department's website,  
3 and the criteria for Demonstration Site Planning  
4 that is included in the Appendix to the Task Force  
5 report. The proposed concepts will be endorsed  
6 based on their likelihood to transform the nature  
7 of teaching and learning and the alignment of the  
8 proposed industry pathways and competencies to  
9 high-growth industries, again, identified by the  
10 Task Force report.

11           At least one existing school will  
12 be eligible for selection as a demonstration site.  
13 The selected school will be expected to capitalize  
14 on anticipated flexibility from existing state  
15 policy to develop and implement innovative program  
16 designs and CTE strategies to accelerate their  
17 practice of bringing all students to rigorous  
18 standards for postsecondary success. The school  
19 must have demonstrated need to improve the overall  
20 and CTE program-specific outcomes for all  
21 students, especially the most difficult to serve  
22 students. Sites must all have the demonstrated  
23 interest, momentum and capacity at the school  
24 leadership and support level to actualize  
25 innovation and change in the use of time, place of

1  
2 learning, curriculum, instruction and assessment.  
3 The locations of demonstration sites will be  
4 determined through the portfolio planning process  
5 which includes an analysis of available space,  
6 school and program performance, enrollment demand  
7 for programs and community input.

8           As we work to improve and expand  
9 the success of existing CTE schools and programs  
10 of study, we must recognize the wide range of  
11 performance of existing CTE schools and programs.  
12 And, a concerted effort is already underway to  
13 deliver more consistent high-quality CTE  
14 offerings. The Department's accountability  
15 structures for portfolio planning, including  
16 closure, restructuring and replacement, and the  
17 State Program Approval Process are among the  
18 methodologies for improving the performance and  
19 quality of CTE programs.

20           We are working to ensure that our  
21 assessment of school quality includes ongoing  
22 evaluation of the quality at the individual  
23 program level. As we heighten our focus on CTE  
24 quality, the State Program Approval Process, while  
25 optional, is a meaningful proxy for program

1  
2 quality that incorporates a set of common and  
3 rigorous definitions and metrics, required  
4 industry partnership and validation of relevancy.  
5 In addition, we continue to ensure and strive to  
6 ensure equity in CTE offerings by providing equal  
7 access, irrespective of gender, race, ethnicity,  
8 economic or educational needs. Working with  
9 schools, industry and advocates, we continue to  
10 encourage gender balance in nontraditional sectors  
11 and the further inclusion of students with  
12 disabilities. In the end, our goal is to equip  
13 students and families to make informed choices  
14 about education and work and ensure that all  
15 students have access to desirable options upon  
16 entry to high school and in postsecondary  
17 planning.

18 We continue to expand and improve  
19 the participation of local advisory groups and  
20 boards, composed of business, community, higher  
21 education and other leaders, to support the  
22 development and implementation of high-quality CTE  
23 options. We will continue to monitor labor market  
24 needs in the local, regional and global economy to  
25 inform the development of relevant content for all

1  
2 students. At the same time, we enhance structures  
3 that empower industry and organize their  
4 leadership. We must measure and hold them  
5 accountable for contributions to improved student  
6 outcomes.

7           Efforts are underway to ensure that  
8 CTE-specific issues are considered in the  
9 allocation of fiscal, capital and human resources  
10 across the Department and system. For the second  
11 year in a row, the Fair Student Funding formula  
12 incorporates tiered weighting for CTE schools,  
13 recognizing the differentiated needs of program  
14 delivery and expanded to include five newly  
15 authorized CTE schools this fall. We worked hard  
16 this year to make the CTE supplemental funding  
17 process, which is the Federal Perkins and New York  
18 State VTEA funding, more equitable, more  
19 transparent and, importantly, more timely. VTEA  
20 funds were released to schools in early September  
21 this year, almost two months ahead of last year.

22           In addition, both HR structures and  
23 procurement practices and policies continue to be  
24 reviewed in order to surface and address CTE-  
25 specific issues. These efforts are intended to

1  
2 ensure that Central is operating to set up the  
3 conditions that make it possible for principals  
4 and their staffs to do their work in a meaningful  
5 and effective way. Accountability measures have  
6 been, and will continue to be, adjusted to better  
7 collect and evaluate data sensitive to the context  
8 of CTE-specific schools and programs. This  
9 includes recognition of the weighting for CTE-  
10 endorsed diplomas as part of the progress report  
11 grades. In addition, we continue to work across  
12 the Department to better align data structures to  
13 support CTE-specific needs, including tracking of  
14 program-specific outcomes, postsecondary and work-  
15 based learning and internship opportunities.

16 In closing, on behalf of the  
17 Department of Education, I would like to thank you  
18 for this opportunity to testify today, and for  
19 your continued interest in this work. The Office  
20 of Portfolio Development and the Department, as a  
21 whole, remain committed to ensuring that CTE is a  
22 desirable, respected and accessible option for all  
23 high school students. We are committed to working  
24 collaboratively with you, to deliver on the  
25 recommendations of the CTE Task Force and to

1  
2 working with everyone committed to improving  
3 education in New York City for all out kids. It  
4 is in this spirit that I look forward to taking  
5 your questions and to the discussion at hand.

6 CHAIRPERSON JACKSON: Well, thank  
7 you for your testimony. And, we appreciate both  
8 of you coming in on behalf of the Administration.  
9 And, one, Dina Paul-Parks, the Senior Policy  
10 Advisor to Deputy Mayor Walcott. Is that correct?  
11 Yeah.

12 DINA PAUL-PARKS: That's correct.

13 CHAIRPERSON JACKSON: And--

14 DINA PAUL-PARKS: That is correct.

15 CHAIRPERSON JACKSON: And, Gregg,  
16 how do you pronounce your last name, please?

17 GREGG BETHEIL: 'Bethaisle.'

18 CHAIRPERSON JACKSON: 'Bethaisle.'  
19 And, you're a Senior Executive at the Department  
20 of Education responsible for CTE?

21 GREGG BETHEIL: That is correct.

22 CHAIRPERSON JACKSON: Okay. I  
23 guess my first question would be is I've listened  
24 to your testimony about the Mayoral Task Force on  
25 Career and Technical Education Innovation and the

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recommendations and some of the directions that the Department of Education plans on going. But, I guess I want to know is under your jurisdiction, within your office, is there an Office of Career and Technical Education at the Department of Education that anyone can go on the website and see who is responsible for CTE? Or, is that just part of your portfolio, overall, and your responsibility and you have other responsibilities?

GREGG BETHEIL: My responsibility is to lead the Career and Technical Education team, which, as of July of 2007, became part of the Office of Portfolio Development. There is information on our website, at the Department's website, that would include contact information for both myself, as a Senior Executive, for Florence Jackson, who is the Senior Director in charge of CTE Programs and Partnerships, as well as Miriam Sondheimer, who has joined us in the office today, who is responsible for CTE Policy and Planning.

In addition, all of the information that I've discussed here, including background



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information, budget information, school listings, as well as information about the State Program Approval Process and general information for parents and families about how to apply to CTE schools is all available on that website. A lot of that is information that we have updated over the course of the last six months to make sure it was consistent with the goals of the Task Force and future directions.

CHAIRPERSON JACKSON: And so, and in the website, if somebody went to Career and Technical Education, CTE, will it be able to find it there? Or, would they have to go to the Office of Portfolio Assessment?

GREGG BETHEIL: It's accessible through a number of pathways. If they search for Career and Technical Education, it would come right up. If they went through School Choices and Options, which is on the left hand side of the website, and then High School Options, they could navigate to our page. If they also navigated to the Office of Portfolio Development, it would bring you there, as well.

CHAIRPERSON JACKSON: And, you

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2 indicated that, I believe a Director of CTE by the  
3 last name of Jackson, is she related to me?

4

5 GREGG BETHEIL: That would be for  
6 you to tell me.

7

8 CHAIRPERSON JACKSON: But, I  
9 believe you mentioned it was a female. Is that  
10 correct?

11

12 GREGG BETHEIL: Yeah, Florence  
13 Jackson has been--

14

15 CHAIRPERSON JACKSON: Florence  
16 Jackson.

17

18 GREGG BETHEIL: --with the CTE team  
19 for a number of years. Her primary role has been  
20 to coordinate the citywide CTE Advisory Council.  
21 And, she's also taken on additional responsibility  
22 in the last six months to help coordinate some of  
23 the programs that come out of our office.

24

25 CHAIRPERSON JACKSON: And, how many  
26 people do you have, staff-wise, in that office  
27 dealing with CTE in order to implement all of the  
28 recommendations that have been put forward or by  
29 the Mayoral Task Force and, not only that, but by  
30 the other reports and recommendations that were  
31 put out by the Public Advocate and the other

1  
2 organization? How many people do you have working  
3 in that area?

4 GREGG BETHEIL: When we talk about  
5 who's working in that area, I would put it into  
6 three categories. I have a central team that is  
7 largely responsible for Program and Planning.  
8 There are nine people, including myself, that are  
9 a part of that team. We have an additional staff  
10 of three people that work on citywide work-based  
11 learning efforts that are based out of an office  
12 at the Graphic Communications High School. Beyond  
13 that, there are a number of Program offices that  
14 report to me directly, their Directors do. They  
15 have a range of additional staff from our Virtual  
16 Enterprises Program to the Justice Resource Center  
17 to the New York City National Academy Foundation  
18 programs. And, I would say there are another  
19 dozen or so people that work there. They are also  
20 able to accrue revenue from individual schools  
21 that are interested in using their programs. And,  
22 based on the demand for services, they can add  
23 additional staff.

24 Beyond that, we have done a lot of  
25 work in the last six months, both to make sure

1  
2 that a lot of the capacity that used to be based  
3 in some of the regional offices is now available  
4 to schools in the Integrated Service Centers.  
5 We've been working with them, both on the  
6 distribution of funding to make sure they  
7 understand the particulars of CTE-specific  
8 funding, as they are most closely related to the  
9 schools and helping them navigate. We've also  
10 been doing work within the school support  
11 organizations to make sure they understand the  
12 goals of the Mayor's Task Force and our position,  
13 both in inquiry teams and other work to be working  
14 with school leaders to advance the goals.

15           Importantly, we've been working  
16 with other divisions across the Department to make  
17 sure that the capacity to support the goals from  
18 Human Resources to the Budget office to Contracts  
19 and Purchasing are aware of issues that schools  
20 have been facing and are working aggressively to  
21 make sure that they can be addressed in short  
22 order, if they haven't already been.

23           CHAIRPERSON JACKSON: Now so, what  
24 I'm hearing from you is that, based on your  
25 explanation of all of the different groups and

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parts of the Department of Education that are dealing with CTE, they may not be dealing with them directly in totality. But, they're working on other projects. But, they coordinate with different, various teams. Is that correct?

GREGG BETHEIL: My office is responsible for Career and Technical Education and for coordinating the various other entities to make sure that they're working in sync with the goals.

CHAIRPERSON JACKSON: And, when do you believe, based on the recommendations, not only by the Mayoral Task Force, but by the Public Advocate and the other--what was the other group that came out? The report that you mentioned or that--

GREGG BETHEIL: There's been at least four different reports that I'm familiar with; the Public Advocate's report, Pink and Blue Schools, which focused on gender issues--

CHAIRPERSON JACKSON: Um, hm.

GREGG BETHEIL: --the Independent Budget Office put out a report about two years ago that led to some of the changes in Fair Student

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2 Funding, the Controller's Office has put out a  
3 report looking at the support available to schools  
4 and the Center for the Urban Future put out a  
5 report earlier this year that came out, as part of  
6 the Task Force work, on schools that worked, that  
7 focused on the both the opportunities and the  
8 challenges in schools. The report that I've  
9 referenced was from 2005, from Jobs for the  
10 Future, that was talking about the national  
11 context.

12

CHAIRPERSON JACKSON: And, with  
13 respect to all of these reports, and most  
14 recently, the Mayoral Task Force report that came  
15 out in July, when do you believe that the Career  
16 and Technical Education will be at the level of  
17 where most, if not all, recommendations put  
18 forward by these reports, would bring it at the  
19 level that will be satisfactory to you and to the  
20 public and the industries involved?

21

GREGG BETHEIL: There are a range  
22 of goals there that I would say have a variety of  
23 different timelines. And, to get specific about  
24 them, there are a number of recommendations that  
25 speak to the operational capacity of the

1  
2 Department to address needs of career and  
3 technical education. It's my belief that we've  
4 addressed many of those concerns already leading  
5 to the opening of school this year. And, those  
6 that remain, particularly in the area of human  
7 resource development and procurement practices, we  
8 continue to work on this fall. But, we would  
9 expect that most of that work will be in place so  
10 that we can continue to deal with issues as they  
11 surface by the end of this school year.

12 Beyond that, the demonstration site  
13 work is going to be a five-year process, which is  
14 really the leading edge of our work. We're going  
15 to launch those schools in the fall of 2009. Some  
16 may launch in the fall of 2010. And then, we need  
17 to enroll students and see them move through that  
18 process from their entry grade through graduation.  
19 So, I think, on the one hand, there are some short  
20 term ones there that we can certainly be held  
21 accountable to. And, some of this is longer term  
22 strategy to make sure that we're addressing the  
23 larger issues of career and technical education as  
24 we move forward.

25 CHAIRPERSON JACKSON: So, your

1  
2 short term goals and long term goals, are they  
3 laid out in any document so that, with benchmarks  
4 as far as timeframes, so that, you know, your team  
5 members will be able to follow it to make sure  
6 that they're on track and we, the City Council  
7 Oversight, and people involved in industry—is  
8 there any document that lays out short term and  
9 long term goals with timeframes for that?

10 GREGG BETHEIL: It is in  
11 development right now in two ways. We were  
12 required by the State of New York, as part of our  
13 VTEA application, to provide a five-year strategic  
14 plan. We provided a draft of that plan to the  
15 State and would be happy to share that with the  
16 Council, if that's of interest. I don't know if  
17 that was among the information we forwarded ahead  
18 of time. My team is working now on the tail of  
19 the Task Force report to make sure that the long  
20 term strategy that we're putting in place is  
21 consistent with those goals and making sure that  
22 we've organized the appropriate benchmarks to that  
23 process. We hope to have that work finished up in  
24 the next month. And, at that point, we'd be happy  
25 to share it, as well.



1  
2 CHAIRPERSON JACKSON: Yeah, we  
3 would appreciate having that document so that, you  
4 know, we can also be able to look at it and give  
5 opinions on it and, also, to be able to follow to  
6 make sure that it's in compliance with what your  
7 short and long term goals are as listed.

8 But, considering the situation on  
9 Wall Street and the budget process, do you believe  
10 that the implementation of your short term and  
11 long term goals, that this budget process would  
12 have an impact on those goals? Or, regardless of  
13 the budgetary situation, you do believe that the  
14 goals and objectives that you laid out, as far as  
15 short term and long term, you'll be able to  
16 implement as per what you described?

17 GREGG BETHEIL: I think the  
18 simplest answer to it is that I don't want to play  
19 down the seriousness of what is playing out on  
20 Wall Street over the last few weeks. Our  
21 expectation at the Department of Education, and  
22 certainly within the Office of Career and  
23 Technical Education, is that we need to be prudent  
24 with our fiscal resources and we need to be aware  
25 of the surrounding context that could have

1  
2 implications for the work that we do. At this  
3 point, we're moving ahead, both with efforts to  
4 secure private funding to be able to initiate some  
5 of the demonstration site work that we hope will  
6 be longer term commitments so that we are not  
7 necessarily beholden to some of the changes going  
8 on. But, I think, overall, we've got to look  
9 carefully at all the work that we're doing and how  
10 we maximize the resources that we have available  
11 to us.

12 I think, importantly, as we talk  
13 about industry partnership being a critical part  
14 of all of the CTE work, we need to be sensitive to  
15 what is happening with many of our industry  
16 partners right now and in what ways they can  
17 contribute. We certainly have partners that have  
18 been contributing in-kind support and time, as  
19 well as resources. And, we expect that will  
20 continue in many ways.

21 So, I think one of the reasons that  
22 we are walking carefully through the operational  
23 planning that we're doing right now is to make  
24 sure those things that we know we need to commit  
25 to in order to be able to realize the goals of the

1  
2 Task Force are firmly in place and those things  
3 that might be less of a priority that we can be  
4 sensitive to how we might need to adjust our  
5 strategy as we move forward.

6 CHAIRPERSON JACKSON: Has there  
7 been an increase, this current school year, in the  
8 CTE portfolio budget? Or, I mean, how are you  
9 able to move forward with ensuring that the  
10 equipment, the technology, the staffing and all of  
11 the things that are needed—has your budget,  
12 concerning CTE, increased? Or, has it decreased?  
13 Or, has it remained the same? And, if so,  
14 approximately how much do you spend on CTE  
15 programs in the New York City Public School  
16 System?

17 GREGG BETHEIL: I think when we're  
18 talking about funding for CTE, it's important to  
19 put it into a larger context. First of all, the  
20 bulk of the funding that goes to CTE schools and  
21 programs is not CTE-specific, but is part of  
22 larger Fair Student Funding efforts and their  
23 base. Most teachers are paid with that funding,  
24 most facilities and other work that goes on there.

25 When we talk about funding that is

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specific to career and technical education, there are two major buckets of that funding. One is a set of State funding in the form of the VTEA grants and the other is in the Fair Student Funding formula, what's called Portfolio Weighting for Career and Technical Education Programs. Roughly, between the two of those, the Portfolio Weighting is just under \$16 million. Each year that is available to those 26 CTE-designated schools. Some of that was put in place about two years ago in response to that original IBO report as a way of making sure the differentiated needs of CTE schools, in fact, were in place.

CHAIRPERSON JACKSON: You said 16 million?

GREGG BETHEIL: It's just under 16 million. The numbers--

CHAIRPERSON JACKSON: I thought you said billion.

GREGG BETHEIL: No--

CHAIRPERSON JACKSON: Okay.

GREGG BETHEIL: --\$15,958,108.

CHAIRPERSON JACKSON: Okay.

GREGG BETHEIL: And, that is tiered

1  
2 depending on the intensity of the programs.  
3 Nursing programs, for example, receive a greater  
4 weight than do some of our Home Economics  
5 programs, for example, given the nature of the  
6 work that they're doing. Some of our schools are  
7 receiving, some of our new schools that have just  
8 small classes, about \$21,000 in that as they're  
9 going to scale. Some of our schools are  
10 receiving, like Aviation High School, over a  
11 million dollars in additional weighting given the  
12 work that they do. All of that is within the tax  
13 levy allocation that we do. And, all of that is  
14 public and accessible on the school's budget pages  
15 on our website.

16           The other part of our funding,  
17 though, is what comes to us from the Federal  
18 government in the form of Perkins allocations,  
19 which have been the main monies over the years  
20 that have supported vocational education and now,  
21 career and technical education. Those monies have  
22 been under assault in Washington for a number of  
23 years. Congress has done good work to be able to  
24 restore that. The State has allocated us less  
25 money this year, based on the money they received

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2 from the Federal government, than we've received  
3 in past years. It was about a 17% reduction in  
4 the money that we received.

5 We worked very hard with schools  
6 much earlier on this year to understand what their  
7 needs were to make sure that we were allocating  
8 towards program improvement goals that were  
9 aligned with their overall school improvement  
10 goals. And, we also tried to make that allocation  
11 process much more equitable so that we weren't  
12 just providing money to schools that had received  
13 it in the past. But, we're really trying to  
14 understand what current needs were. So, some  
15 schools had their funding held harmless. Other  
16 schools saw reductions, no more than the 17% that  
17 the State had passed down to us. And, again, in  
18 their case, they were just following through from  
19 the Federal government.

20 Importantly there, a small portion  
21 of that money, slightly less than 20%, covers the  
22 Century One programs. Not all of that is the  
23 administrative overhead. Some of that are things  
24 like Virtual Enterprise, the Justice Resource  
25 Center, Law Academy programs, which have received

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2 City Council funding over the years that support  
3 that. So, we've tried to be very careful about  
4 how we're allocating that because we do see that  
5 as not necessarily a stable funding stream  
6 depending on the politics of the day.

7 But, all told, there's about \$30  
8 million in money that goes specifically to CTE  
9 schools and programs. That has been held steady  
10 and increased on the tax levy side of it in terms  
11 of Fair Student Funding, largely because we've  
12 added additional schools to that. It was 21 that  
13 received the Fair Student Funding Portfolio  
14 Weighting last year. This year there are 26  
15 schools that are receiving that additional  
16 weighting.

17 CHAIRPERSON JACKSON: So, all of  
18 the monies from the Federal government and the  
19 state government, have you used all of that? Or,  
20 has some, in any fiscal year, not been used?

21 GREGG BETHEIL: In past fiscal  
22 years, there have been cases where some of that  
23 money had not been used. I joined the Department  
24 in January as this initiative was--

25 CHAIRPERSON JACKSON: January of

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2 what year?

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GREGG BETHEIL: January of 2008.

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So, I guess this would make it my ninth month.

5

Our first priority, as I came onboard and worked

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with Miriam Sondheimer and her team worked closely

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on, was to make sure that every bit of the monies

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that were coming to us from external sources were

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being used and allocated. And, we were very happy

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with the way that that worked out, both with

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individual schools, helping them make

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modifications to their budget late in the year

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where necessary and making sure that those monies

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were used effectively to support priorities at the

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school level and the larger goals of the Task

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Force.

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CHAIRPERSON JACKSON: Can you tell

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me how much money from external sources was not

19

being utilized, accessed and utilized for CTE?

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GREGG BETHEIL: I don't have that

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number at my disposal. I'd be happy to get that

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to you and get that back to you.

23

CHAIRPERSON JACKSON: But, you said

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since you've been onboard, in January of this

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year, that has been one of your priorities to make



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2 sure that all external money, all monies, are  
3 utilized appropriately.

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GREGG BETHEIL: No question about  
it.

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CHAIRPERSON JACKSON: So, can you  
please submit to us, to this Committee, how much  
money was not utilized and from what external or  
internal sources have not been utilized? And, I  
really want to know what are you doing in order to  
make sure those funds are being utilized  
appropriately.

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GREGG BETHEIL: We'd be happy to  
get you that information. In terms of what we're  
doing to make sure that those funds are being  
used, I think that's where our efforts started,  
all the way back in March, with the application  
process for funds that would be used this year.  
We've worked very closely with schools to make  
sure that their applications were consistent with  
overall school improvement goals. We've worked  
closely with the ISCs, the Integrated Service  
Centers, and their senior grants officers to make  
sure that they understood how monies were to be  
scheduled. We have moved up modification

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2 deadlines into December this year so that schools  
3 have flexibility to make changes if their  
4 circumstances have changed. But, that we'll have  
5 enough time to reallocate money if schools cannot  
6 use it and have a lot more transparency around  
7 that process. So, I'm confident that we have the  
8 controls and protocols in place to address that  
9 throughout this school year and be happy to get  
10 you an update on where we closed out last year.

11 CHAIRPERSON JACKSON: Thank you.

12 Let me just ask, you indicated that you came  
13 onboard in your current position, were you with  
14 the Department of Education prior to that? And,  
15 if so, in what capacity?

16 GREGG BETHEIL: Sure, I was with  
17 the Department of Education from 1993 to 2000.

18 CHAIRPERSON JACKSON: Um, hm.

19 GREGG BETHEIL: I was a teacher in  
20 a CTE program at Martin Luther King High School.

21 CHAIRPERSON JACKSON: Hmm.

22 GREGG BETHEIL: And, finished there  
23 as the Assistant Principal of Martin Luther King  
24 High School. I left there when given an  
25 opportunity to join the National Academy

1  
2 Foundation, which was a program that I had taught  
3 in. I spent eight years working with NAF to  
4 expand Career Academy work on a national basis,  
5 overseeing their national program operations,  
6 helping to launch the Academy of Information  
7 Technology and the Academy of Engineering and  
8 really dealt with the larger set of issues on a  
9 national scale about why CTE, in much the same  
10 way, Chairman Jackson--

11 CHAIRPERSON JACKSON: Yeah, yeah.

12 GREGG BETHEIL: --that you framed  
13 had not been a larger part of the School Reform  
14 conversation.

15 CHAIRPERSON JACKSON: Um, hm.

16 GREGG BETHEIL: It's not a set of  
17 issues that are unique to New York City. It's a  
18 set of issues that the CTE community nationally is  
19 dealing with.

20 And, I was really excited by the  
21 opportunity that was offered, by both the  
22 Chancellor and the Mayor, as they talked about  
23 making this a priority, to come back to New York  
24 City and put to work a lot of the experience I'd  
25 garnered on a national stage because I really do

1  
2 think what is different about New York City than  
3 other places right now is that the platform, the  
4 Children First, has provided to take seriously the  
5 notion that all students need to be brought to  
6 high standards. And, that the supports need to be  
7 provided to get them there is, in many ways,  
8 unique from other efforts that are going on in  
9 school districts around the country. And so, I'm  
10 excited to be back here and doing this work right  
11 now.

12 CHAIRPERSON JACKSON: The structure  
13 that's in place now, under your office, was that  
14 the same structure that was in place prior to your  
15 arrival? And, if so, or if not, who was  
16 responsible for CTE prior to you coming onboard?

17 GREGG BETHEIL: Immediately prior  
18 to myself coming onboard, Cynthia Fowlkes was the  
19 Director of Career and Technical Education,  
20 working with J. C. Brizard [phonetic], who oversaw  
21 Policy and Planning as part of the Portfolio team.  
22 I worked closely with Cynthia during the first few  
23 months of my tenure here. She is actually the new  
24 principal of one our new schools out on the  
25 Franklin K. Lane Campus, excuse me, the Academy of

1  
2 Innovative Technology. So, when she informed me  
3 that she was excited about doing that work, we  
4 were happy to have a strong leader at that school  
5 and a new innovative CTE high school.

6 The Portfolio Office took  
7 responsibility for Career and Technical Education  
8 in July of 2007.

9 CHAIRPERSON JACKSON: Okay.

10 GREGG BETHEIL: Prior to that,  
11 Career and Technical Education had been part of  
12 the Teaching and Learning Division at the  
13 Department.

14 CHAIRPERSON JACKSON: Okay. Let me  
15 turn to my colleagues for some questions. We have  
16 Council Member Jimmy Vacca of the Bronx. Before,  
17 let me just introduce my other colleagues that  
18 have joined. Maria del Carmen Arroyo, of the  
19 Bronx is to my left, along with our colleague,  
20 John Liu from Queens, along with our colleague,  
21 Domenic Recchia of Brooklyn and to my right, Peter  
22 Vallone, Jr. of Queens and Al Vann of Brooklyn.

23 MALE VOICE: And, Melinda Katz.

24 CHAIRPERSON JACKSON: And, Melinda  
25 Katz and baby of Queens. Let me turn to our

1  
2 colleague, Jimmy Vacca for questions regarding  
3 Career and Technical Education.

4 JAMES VACCA: Thank you, Mr. Chair.  
5 I have several questions. First of all, what  
6 percentage of students who are in the CTE programs  
7 are special ed children or have IEPs?

8 GREGG BETHEIL: I'll get you the  
9 overall percentage in just a second. I think one  
10 of the important things as we look into the role  
11 that CTE schools play in meeting the needs of our  
12 special education populations is it's very  
13 difficult to lump all the schools together. When  
14 we look at the distribution of special education  
15 populations across CTE schools, it varies  
16 dramatically. Places like Automotive High School  
17 have a much higher percentage of special  
18 education. Last year, it ranged to 24%, where we  
19 have other schools that are down around 9%. So, I  
20 think the issues that Chairman Jackson raised in  
21 his opening commentary about how we make sure that  
22 CTE schools are meeting the expectation that  
23 they're helping serve populations is critical.

24 But, I think for us, it is really a  
25 school-by-school conversation that we need to be

1  
2 having with those 26 schools, as we found that  
3 their situations vary dramatically and that the  
4 overall aggregates aren't very helpful in  
5 understanding where resources and support need to  
6 be placed.

7 JAMES VACCA: But, you're saying  
8 that the maximum number that--you've identified  
9 one school where the maximum number is 24%, that  
10 other schools are below 24%?

11 GREGG BETHEIL: Yes. We can get  
12 you a breakdown of what the special education  
13 component is of each of the schools. But, again,  
14 I think the important point is it's important for  
15 us to be looking at what's happening at each  
16 school and whether or not they're doing all they  
17 can to make the schools accessible to special  
18 education populations as they move forward.

19 JAMES VACCA: How would you  
20 describe the CTE programs that are in the non-26  
21 designated schools? Would you describe them as  
22 well-developed at this time? Or, would you think  
23 that many of the programs in the non-26 schools  
24 are needing to be further developed and are a work  
25 in process? How would you describe that?

1  
2 GREGG BETHEIL: I'd say that the  
3 important unit of measurement for us around how we  
4 determine the quality of CTE is at the program  
5 levels. Whether or not those programs reside at  
6 comprehensive high schools or we have a number of  
7 programs that are at our 26 CTE schools, it's the  
8 quality of the program that's the most important  
9 piece that we do. As I said in my opening  
10 remarks, I think we have a wide variety of program  
11 quality right now. We certainly have a number,  
12 and many, absolutely outstanding programs of study  
13 at comprehensive high schools and in our CTE  
14 programs. I visited many of them in my first nine  
15 months here and intend to continue to do so over  
16 the next many years, hopefully.

17 Those are role models for what we  
18 can be doing around the City. We've listened to  
19 those schools about what they've needed to be  
20 successful. We've leveraged the State Program  
21 Approval Process. Right now, of the 280--

22 JAMES VACCA: Let me interject.

23 GREGG BETHEIL: Sure.

24 JAMES VACCA: I'm trying to get a  
25 succinct answer.



1

2 GREGG BETHEIL: Yeah.

2

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JAMES VACCA: Do you feel, do you describe the programs now in the non-designated schools, do you feel that those CTE programs are well-developed at this point?

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6

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GREGG BETHEIL: Some of them are.

8

Some of them are not. That's why the CTE Task Force has told us quite clearly that we have work to do.

9

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11

JAMES VACCA: How are students

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placed in a CTE program in a large non-CTE school?

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Is there an articulation with the intermediate

14

schools? Do parents have input, formal or

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informal or required or not required, before their

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child elects to go into a CTE program in a non-CTE

17

school?

18

GREGG BETHEIL: The selection

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criteria for CTE programs at CTE high schools and

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non-CTE schools, again, vary. Some of those

21

schools are screened programs. Some of them are

22

Ed-Ops programs. Some of them are limited

23

unscreened. The core thing that we are trying to

24

get at that we think all schools need to be held

25

accountable to is that students are there because

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2 they want to be. The minute that we start putting  
3 students in CTE programs they and their families  
4 have not had an opportunity to be informed about  
5 and have not had choice about being placed in, is  
6 the minute we start going back down the same road  
7 that Chairman Jackson spoke about in terms of  
8 tracking. So, again, we are working to make sure  
9 that our CTE programs are open and accessible,  
10 whether they're at CTE high schools or at our  
11 comprehensive high schools, and continue to work  
12 on that today.

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JAMES VACCA: My concern about  
development is not limited to the non-CTE schools.  
When you look at the CTE schools and the school  
Progress Reports, only two of the CTE schools  
received A ratings from DOE when it comes to  
school progress. Some of the four-year graduation  
rates in the CTE schools bother me. They are in  
the 30 percentile. Some of them here, I'm  
reading, 32%, 31%; some of them in the 40s and  
50s. But the four-year graduation rate seems  
inordinately low even in this 26 schools that were  
established prior to the expansion of this  
program. Only two schools received A when it

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comes to school Progress Reports. How do you respond to those statistics?

GREGG BETHEIL: I would have only two things to say about that. One, we are as concerned about those statistics as you are. We think the Progress Report is a reflection of the range of quality that exists in some of our CTE schools and programs. We need to have more visibility in terms of program quality at the program level, where, right now, grades are given at the school level. We want to make sure we can help schools understand the quality of the individual programs and are using the State Program Approval Process to do that.

The other thing, and I want to be fair to the schools as well, there was some question last year about whether or not the Progress Reports, when they first came out, were sensitive to the full range of CTE-specific issues that were there. And, we were very open to talking to schools about that, reviewing the Progress Report criteria and did make adjustments to the high school Progress Reports, when they come out in a couple of months, that will be more

1  
2 reflective of things like the CTE-endorsed diploma  
3 from the State and, also making sure that we are  
4 taking into account their peer indexes in terms of  
5 similar schools.

6           So, we're taking efforts to make  
7 sure that the accountability metrics that we have  
8 are reflective of the CTE context. But, like any  
9 school, we want to hold of them accountable to  
10 make sure they're serving the needs of students.  
11 And, if we didn't have work to do, I wouldn't be  
12 sitting here today.

13           JAMES VACCA: How far away are we  
14 from getting State approval for the non-State  
15 approved CTE programs in the non-26 schools? I  
16 noticed that most of these programs we have in the  
17 non-26 schools are not State approved. Wouldn't  
18 that be a cause for concern for parents whose  
19 children may not be going on to college, that  
20 they're in a program that's not State approved?

21           GREGG BETHEIL: I do not think it's  
22 a reason for parents to be concerned. I want to  
23 be clear that the State Program Approval Process,  
24 which has been in place since 2001 has been an  
25 optional process that the State encourages, but

1  
2 does not require. The elements of that Program  
3 Approval Process we think are critical. They  
4 speak to the program of study that's in place, the  
5 capacity of the teachers, the capacity of the  
6 partners and, importantly, the continued relevance  
7 and viability of the pathway as represented by  
8 industry certifications. In some cases, there are  
9 not industry certifications that are available in  
10 pathways, which means even schools and program  
11 that have high-functioning programs are not in a  
12 position to be able to secure State approval.

13 I do want to be clear, though, to  
14 your point about the work we have to do.  
15 Currently, 70 of the 282 programs of study across  
16 the City, that's inclusive of non-CTE high schools  
17 and CTE high schools, are approved by the State.  
18 That number has gone up by 15 programs since I got  
19 here in January. We are working in partnership  
20 with the State Department of Education to  
21 understand where each of the programs are in that  
22 process and are embracing the Task Force goal of  
23 making sure that all of our eligible programs are  
24 approved over the next three years.

25 CHAIRPERSON JACKSON: Thank you.

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We're going to interrupt the testimony at this point in time. And, we're going to ask you to please have a seat. And, we're going to interrupt and, based on the Mayor's schedule, Former Mayor Dinkins, who is the Co-Chair of the Mayoral Task Force on Career and Technical Education Innovation and also another member of the Committee, Lazar Treschan, who from the Community Service Society, was a member of the Mayoral Task Force on Career and Technical Education Innovation, so we want to hear from them. And then, we'll come back to you. Is that okay?

GREGG BETHEIL: Gladly.

CHAIRPERSON JACKSON: Thank you.

Mayor Dinkins and Lazar Treschan, please come forward. Thank you.

Good morning and welcome to the Education's Committee Oversight hearing on Career and Technical Education. And, we understand that you were the Co-Chair of the Task Force. So, we would like to hear from you, as the Co-Chair and your colleague on that Committee, Mr. Treschan, who was a member of that particular Committee.

DAVID DINKINS: Well, thank you,

1  
2 Mr. Chairman. First of all, I appreciate very  
3 much the willingness of you and your Committee to  
4 interrupt your process to permit me to get in and  
5 out. I have a granddaughter waiting.

6 And, I want to, at the outset,  
7 commend the Department of Education and the Office  
8 of the Mayor, Dennis Walcott, and his people  
9 particularly for their hard work and such  
10 involvement as I've had has been greatly enhanced  
11 by working with the David Jones and the Community  
12 Service Society. So, I thank you for this  
13 opportunity to speak with you today on the  
14 importance of CTE education.

15 As co-chair of the Mayoral  
16 Commission on Career and Technical Education, I  
17 can assure you that the Commission's members and  
18 its staff from the New York City Department of  
19 Education put forth a serious effort to revise and  
20 improve CTE schools in New York City. The final  
21 report of the Commission addresses head-on some of  
22 the major challenges to CTE schools. The report  
23 details a plan that would re-conceptualize CTE  
24 schools for the 21<sup>st</sup> century.

25 The report deals with several

1  
2 issues that prevented CTE from becoming a truly  
3 effective option for New York City students. We  
4 found that too many CTE programs have provided  
5 either second-class education grounded in low  
6 expectations or highly exclusive environments that  
7 are available only to students with the best  
8 advantages. For too long, we let our own  
9 misconceptions of CTE get in the way of its  
10 potential.

11           When I was young, which is a very  
12 long time ago, vocational education, a forerunner  
13 of CTE, was thought of as a curriculum for high  
14 school students who were not going on to college.  
15 The rudiments of what they were taught in shop  
16 class might have been sufficient in a  
17 manufacturing labor market that produced good-  
18 paying jobs for young people with a high school  
19 education. Those days are gone. Research tells  
20 us that career-oriented education can improve the  
21 academic and future labor market performance of  
22 young people. At the same time, it need not deter  
23 them from going to college. Just the opposite, in  
24 many cases, it provides young people with the  
25 perspective about how relevant higher education



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can be to advancing in their career of choice.

In Europe, it is not unusual for graduates of technical education to work for some number of years and then go on to college. The Commission report addresses the need for all interested parties to work together to combat negative perceptions of career and technical education and to ensure that it is understood as a vigorous, high-quality pathway to success for those who choose it. The report also argues that, for CTE reform to be a true success, we must develop new ways of working with industry and with the New York State Education Department to allow for innovation in new CTE schools.

I'd like to applaud two separate initiatives that emerged in the Commission's action plan. The first is the development of a CTE school for disconnected youth. Whereas the role of CTE schools will be primarily preventative, we believe that career-oriented programming must be a key component of how our City deals with its crisis of disconnected youth. Over 200,000 young people of this City, ages 16 to 24, are out of school and out of work. These

1  
2 youths, many of them high school dropouts, are  
3 detached from any institution that could provide  
4 them with a successful future in our society. The  
5 size of the population of disconnected young  
6 people requires more costly public services, and  
7 that impacts the City's economy. More  
8 importantly, it hurts these young people and puts  
9 the lie to our boast of New York City as a place  
10 of opportunity for all.

11 In addressing these problems, the  
12 Commission is pleased that CTE reform within the  
13 Department of Education will now include a joint  
14 effort with District 79. Responsible for  
15 administration of GED programs, District 79 will  
16 provide an opportunity for out-of-school youth to  
17 return to school not only to prepare for the GED,  
18 but also develop skills to help them start  
19 careers.

20 We are also pleased that the  
21 Construction Trades, Engineering and Architecture  
22 School, CTEA, will now be incorporated into the  
23 CTE reform portfolio. We were disappointed that  
24 it has become a screened high school for young  
25 people with advantages, with only a 10% African-

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2 American enrollment. It is our hope that this  
3 high school would be open to all youth, especially  
4 African-American and Latinos who are all too often  
5 denied construction opportunities. We look  
6 forward to a more diverse group of students being  
7 given the opportunity to attend CTEA.

8 Finally, I'd like to emphasize that  
9 the hard work of the Commission will have been for  
10 naught unless we are all committed to ensuring  
11 that the report's recommendations are followed and  
12 that the investment in CTE reform is real. We  
13 cannot allow career and technical education to  
14 become a mere pet project or political football.  
15 And, we must ensure continuity of our commitment  
16 to CTE education. I thank you for listening.

17 CHAIRPERSON JACKSON: Let me thank  
18 you on behalf of the Committee as the Co-Chair of  
19 the Task Force for coming in and giving testimony.  
20 It's important that, since the Department of  
21 Education is moving forward with recommendations  
22 put forward by the Task Force, that you, as one of  
23 the Co-Chairs, give testimony here today. So, we  
24 look forward to asking you a couple questions on  
25 that. But, in the meantime, does Mr. Treschan, do

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2 you have any statement to read or do you have any  
3 comments before we entertain questions?

4

LAZAR TRESCHAN: I have a brief  
5 statement. I'm speaking on behalf of David Jones,  
6 who is actually on the Commission. He's the  
7 President of the Community Service Society. And,  
8 I'd like to give some brief comments on his  
9 behalf.

10

CHAIRPERSON JACKSON: Sure. Do you  
11 have any written testimony to submit? Sergeant of  
12 Arms? Thank you. Go right ahead, sir.

13

LAZAR TRESCHAN: Well, thank you  
14 for the opportunity to speak today on the  
15 importance of Career and Technical Education.  
16 David Jones, the President of the Community  
17 Service Society, on whose behalf I speak, served  
18 as a Mayor of the Mayoral Commission on Career and  
19 Technical Education.

20

The Community Service Society  
21 supports the recommendations of the CTE  
22 Commission. And, we're happy to see that the  
23 Mayor is focusing on the issue. For years, we  
24 have argued, as others have, including many in  
25 this room, that there was a lack of career-

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2 oriented programming in our schools. Where there  
3 were CTE programs and schools, they were isolated,  
4 oftentimes didn't get enough investment, or were  
5 environments for young people that we believed  
6 could not succeed. But we know that there's  
7 promise in career and technical education and  
8 that's both from the research; a new study from  
9 MDRC, talked about how much better in the labor  
10 market CTE program students do and, as well, and  
11 it isn't a deterrent from them from going to  
12 college.

13

14 We also know from more than  
15 research, the Community Service Society does an  
16 annual poll of low-income New Yorkers called the  
17 Unheard Third. And, they overwhelmingly want to  
18 have more career and technical education programs  
19 for their young people. So, we believe that we  
20 need to respond to their desires and their demands  
21 and we're happy to see that the Department of  
22 Education has done so.

23

24 Again, as the Mayor pointed out, we  
25 really have a crisis of disconnected youth and  
young adults in New York City. Over 223,000 16 to  
24 year olds that are currently not in school and

1  
2 not working, actually that figure is from 2007 and  
3 we worry that that has gone up, given what the  
4 labor market looks like right now. And, we really  
5 need to find creative ways to bring those people  
6 back into productive activities and give them  
7 another chance to succeed. CTE programs are a  
8 valuable method, both for preventing that, but  
9 then, also, as a recuperative strategy for young  
10 people who are already out of school. And, as the  
11 Mayor has mentioned, we really applaud the  
12 development of a CTE GED school for young people  
13 seeking a second chance. You know, those young  
14 people who wake up and say today, I want to start  
15 over and try again, we should be getting them  
16 everything they need, if it's a high school  
17 diploma, if it's a GED, but then doing more than  
18 that to really give them the skills to succeed in  
19 the labor market, 'cause they're coming back for a  
20 reason because they don't want to be in the low-  
21 end job or unable to find work anymore.

22 So, we're very appreciative that  
23 many individuals put so much effort into the CTE  
24 Commission. The final report is extremely strong.  
25 But, we really believe it's up to us to ensure

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2 that implementation of its recommendations of  
3 high-quality by this and future administrations.  
4 So, thank you very much.

5 CHAIRPERSON JACKSON: Well, thank  
6 you for coming in on behalf of David Jones, a  
7 member of the Commission.

8 Mayor Dinkins, I just have a couple  
9 of questions. With respect to the Commission and  
10 its investigation on this subject area, did you  
11 talk about, and where did you conclude as far as  
12 additional resources in order to fully implement a  
13 up-to-date, with technology and all of the  
14 resources that are needed in order to move forward  
15 with a CTE citywide program? Did the Commission  
16 feel that additional resources were needed? And,  
17 if so, how much? And, how did you determine that?

18 DAVID DINKINS: I can't give you a  
19 number. But, the attitude of the Commission  
20 members I think overwhelmingly was that whatever  
21 we need to do, we must do it, because the children  
22 really do constitute our future. I look out at  
23 graduating classes from college and I say to  
24 myself that these numbers can be multiplied many  
25 times, as we've got a lot of people out here

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2 looking for work. Today's press points out that  
3 the unemployment rates are even higher today than  
4 they have been.

5 And so, it is essential that we  
6 provide means for our young people to get equipped  
7 so they can get jobs. And so, if it means that  
8 government has to spend more money, I say we need  
9 to do it.

10 CHAIRPERSON JACKSON: In listening  
11 to the two representatives from the Department of  
12 Education, Mr. Gregg Bethen, he's a Senior  
13 Executive; he's sitting right there, and Dina  
14 Paul-Parks, the Senior Policy Advisor with Deputy  
15 Mayor Dennis Walcott, the indication was that  
16 there were short term goals and long term goals in  
17 order to implement a satisfactory CTE program  
18 citywide. And, they were looking at, as far as  
19 long term, a five-year program. And, I asked them  
20 to please submit to us their short term goals and  
21 long term goals with timeframes. Did you all  
22 address that whatsoever as far as full  
23 implementation of a satisfactory CTE program?  
24 And, if so, maybe you can shed some light on that.

25 DAVID DINKINS: I cannot. I have



1  
2 no recollection of a report speaking of specifics  
3 in that regard. But, it is clear to me that  
4 certainly my attitude and the attitude of most of  
5 the members is that this ought to have the highest  
6 priority. Staff people who, frankly, did much of  
7 the work and I commend them for it. They did a  
8 tremendous job. And, it's not easy. It's not  
9 quite like herding cats, but it's difficult. And,  
10 they're to be commended. But, my attitude from  
11 the very beginning was I would be associated with  
12 this effort if, and only if, it was serious. We  
13 really wanted to do something for our young  
14 people.

15 CHAIRPERSON JACKSON: One of the  
16 things, Mayor, that you mentioned in your  
17 testimony, and which I address in my opening  
18 statement, is that the majority of the students  
19 that are enrolled in CTE schools and programs are  
20 Hispanic or Black and mostly male. And, you  
21 indicated in your next to last paragraph, as far  
22 as the construction trades and Engineering,  
23 Architectural High School, and that only about 10%  
24 of those young people that were enrolled in there  
25 were African-American. Did you all discuss the

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disparity as far as "screening out" versus, you know, the overall population of CTEs, because that has been raised as an issue overall?

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DAVID DINKINS: Yes. And, I think

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that the Department of Education has committed to not doing that kind of thing, not screening.

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Those of us that have been around New York for a

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while know that for many, many years you could get

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jobs at some of these construction and others only

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if you were part of the family, as it were. And,

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that is to end.

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CHAIRPERSON JACKSON: Well, we sure

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hope so. And, let me just, if none of my

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colleagues have any questions regarding

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Mayor Dinkins, as the Co-Chair, let me just thank

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you for coming in and giving testimony on behalf,

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as the Co-Chair, of the Commission. And, we thank

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you for coming in on behalf of David Jones, a

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member of that. And, we look forward to working

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with you. And, hopefully, that the Commission

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members will follow up with DOE to ensure that

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their short term goals and long term goals are

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implemented.

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DAVID DINKINS: Well, thank you

1  
2 very much, Mr. Chairman. As you personally know,  
3 I have a particular affection for children. And,  
4 it's sad, it really is sad, what we, as a society,  
5 fail to do for our children, not just in  
6 education, but in some many other ways. And, I  
7 suppose there's no more important City Council  
8 Committee than Education. I can't think of  
9 anything that isn't impacted by the work you do.  
10 And so, I can tell you, for myself and I think I  
11 can say for other members of the Commission, we  
12 have said to all involved that we're going to be  
13 watching and hope that the suggestions will be  
14 implemented. Obviously, the final call will  
15 depend on what the Council wishes to do, what the  
16 Board of Regents wishes to do. We recognize that.  
17 But, this was a labor of love for some of us.  
18 And, I was proud to be associated with it.

19 CHAIRPERSON JACKSON: Well, thank  
20 you for coming in. And, we appreciate your  
21 testimony.

22 DAVID DINKINS: Thank you.

23 CHAIRPERSON JACKSON: Thank you.

24 We will continue the testimony and questions from  
25 Dina Paul-Parks, as Senior Policy Advisor to

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2 Deputy Mayor Dennis Walcott, and Gregg Bethen, the  
3 Senior Executive of the Department of Education.  
4 And, what I'm going to do is I'm going to go to  
5 our colleague—I was going to go to our colleague,  
6 Simcha Felder. But, since he stepped away, I'll  
7 go to our colleague, John Liu. And then, I'll  
8 come back. So, let me continue with our  
9 colleague, Council Member John Liu of Queens. Let  
10 me recognize that sitting next to John, on the  
11 left is Gale Brewer of Manhattan. And, sitting to  
12 his right is Dan Garodnick of Manhattan. Council  
13 Member John Liu.

14 JOHN C. LIU: Thank you,  
15 Mr. Chairman for holding this hearing on this  
16 important topic. I want to thank our officials  
17 from the Department of Education for joining us.  
18 You make some reference to efforts about  
19 postsecondary options for students enrolled in CTE  
20 schools. What's the current breakdown of the  
21 students graduating from the CTE schools, in terms  
22 of where they head immediately after?

23 GREGG BETHEIL: The breakdown of  
24 where they head immediately after, one of the  
25 challenges that the Task Force identified and I

1  
2 think is of particular challenge to us, is knowing  
3 where they head. We certainly have indications of  
4 where students tell us they're going to college or  
5 what their intentions are upon graduation. We  
6 have a major challenge that is ours and is that of  
7 the higher education institutions right around the  
8 City is that we do not have a lot of clear data  
9 about where students go after graduations. We  
10 know that many students are moving on to the City  
11 University of New York. We know that there  
12 continue to be challenges with remediation rates  
13 there. And, we were happy to have Chancellor  
14 Goldstein as a part of the Task Force and  
15 addressing those issues moving forward.

16 In terms of individual graduation  
17 rates and things, those are in the Appendix to the  
18 Task Force report, broken down by schools. But,  
19 we believe that we need to make that process much  
20 more transparent. We're working with CUNY right  
21 now on a data sharing agreement that will help us  
22 understand not only where students go, but how  
23 successful they are as they move through there.  
24 And, that's also part of the larger State effort  
25 and one that's going on across many states around

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2 pre-K all the way to 16 data systems to help  
3 understand how students are moving. We certainly  
4 know from research that students are moving on to  
5 industry and apprenticeship programs.

6 JOHN C. LIU: Okay. Can I maybe  
7 clarify my--

8 GREGG BETHEIL: Sure.

9 JOHN C. LIU: --question for you,  
10 'cause I'm not sure I'm even understanding the  
11 response. Most schools, they know who's  
12 graduating.

13 GREGG BETHEIL: Correct.

14 JOHN C. LIU: And, I think like  
15 every school knows where those graduates are  
16 going, not necessarily exactly which school. But,  
17 they know if those graduates are going to college  
18 because that's what the guidance office does, or,  
19 if they maybe took a job. For the CTE schools, do  
20 you have results about where the graduates are  
21 going? I'm not saying like specifically which  
22 CUNY school they might be going to or which  
23 company they might be going to. But, I would  
24 imagine that the guidance office has some idea.  
25 Is it that 50% of these CTE graduates go on to

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2 college and the other maybe 40% have jobs waiting  
3 for them and another 10% don't know exactly what  
4 they're doing? I mean, what's the rough  
5 breakdown?

6

GREGG BETHEIL: I don't have that  
7 available to me here. We'd be happy to follow up.  
8 But, I do want to be clear, if my statement wasn't  
9 clear. The challenge that we have is that I  
10 believe we think we know where students go and  
11 those statistics. But, oftentimes--

12

JOHN C. LIU: Okay.

13

GREGG BETHEIL: --we don't.

14

JOHN C. LIU: So, what percentage  
15 of the CTE graduates, say, go to college?

16

GREGG BETHEIL: The information  
17 that we have is that CTE graduation rates, CTE  
18 postsecondary planning is consistent with citywide  
19 averages in just about every category there is.  
20 The question of whether or not we should be  
21 focusing on graduation narrowly or focusing on the  
22 larger question of postsecondary readiness and  
23 success was a central question of the Task Force's  
24 work.

25

JOHN C. LIU: Right. But, that's

1  
2 what I'm asking you, the postsecondary success.  
3 You know, I mean I thought I was asking a pretty  
4 simple question. What percentage of those  
5 graduates from CTE schools are going on to  
6 college, two-year or four-year, any kind of  
7 college?

8 GREGG BETHEIL: I want to be clear  
9 about my distinction. We can get you the numbers  
10 of what the students tell us they intend to do  
11 upon graduation. That is different than whether  
12 or not they were successful in actually pursuing  
13 that path through a degree or to job placement  
14 after graduation.

15 JOHN C. LIU: I bet you I could go  
16 to any high school and ask the principal, out of  
17 the graduates that are graduating—or, out of the  
18 graduates that graduated this past June, how many  
19 of those kids they think went to college.

20 GREGG BETHEIL: I think you could  
21 ask that question. If you then ask them how many  
22 actually went; how many finished their first  
23 semester; how many are on track to graduate  
24 college--

25 JOHN C. LIU: All right.



1

2 GREGG BETHEIL: --two or four-year-

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JOHN C. LIU: How many--

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GREGG BETHEIL: --is a very

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different conversation.

7

JOHN C. LIU: Out of the kids that

8

graduated CTE schools this past June, what

9

percentage of those kids went on to college?

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GREGG BETHEIL: That's a number I

11

don't have at my disposal.

12

JOHN C. LIU: Okay. What

13

percentage of them do you think when on to

14

college, whether they actually went to college or

15

not?

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GREGG BETHEIL: I don't have a

17

number at my disposal. I would say it would be

18

consistent with the college-going aspirations of

19

the high school averages--

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JOHN C. LIU: How many of those--

21

GREGG BETHEIL: --across the City.

22

JOHN C. LIU: How many of those

23

graduates from the CTE school went on and took

24

jobs in the vocational sector?

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GREGG BETHEIL: My answer would be

1  
2 the same. We don't have good data as to who  
3 actually went on to take jobs. It's one of the  
4 main challenges the Task Force has presented. If  
5 we are going to make sure that we're not  
6 graduating students out to no opportunity, we need  
7 to have better data systems, better exchanges of  
8 information and better tracking and better  
9 research to understand the postsecondary success  
10 that students are having. I think the question  
11 you're raising is a critical one. And, I believe  
12 the Task Force would say it was central to the  
13 work that we need to understand not simply that  
14 we've gotten them to the threshold of graduation,  
15 but that we've made sure that they can be  
16 successful on the range of pathways they'll follow  
17 after high school.

18 JOHN C. LIU: So, you're saying,  
19 hopefully for this school year, by the time June  
20 2009 rolls along, that the Department will have a  
21 better idea of where these CTE graduates are  
22 going?

23 GREGG BETHEIL: I--

24 JOHN C. LIU: This past June, none  
25 of that information was kept.

1  
2 GREGG BETHEIL: I wouldn't  
3 characterize it as none of that information being  
4 kept. This is a national issue--

5 JOHN C. LIU: But, you see, I think  
6 that the information at those schools were kept.  
7 I'm just wondering why the Department, at the  
8 Department level, doesn't have that information.

9 GREGG BETHEIL: I'm simply saying  
10 when you're asking about the intentions of  
11 graduates, that is information we can get you. I  
12 don't have it available with me today. I think  
13 that's a different question of whether or not  
14 students actually successfully pursued those  
15 pathways they intended to follow.

16 JOHN C. LIU: Okay. Well, I will,  
17 for now, accept your response that maybe you don't  
18 have it at your fingertips right now. But, I  
19 guess, in short order, you would be able to  
20 provide--Mr. Chairman, if we can request them  
21 provide the Committee, and I would like to get a  
22 copy of it, of what percentage of these CTE  
23 graduates are going on to college, based upon the  
24 best information available to the schools.

25 GREGG BETHEIL: Be happy to

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provide--

JOHN C. LIU: I mean it's not perfect. But, I think it's information that every school keeps. And, it's just that the Department, certainly your office, should be totally on top of those numbers also if we are going to make progress. So, what percentage of them go on to college, whether it's two-year or four-year? What percentage of the CTE graduates expect to have a job when they graduate?

GREGG BETHEIL: Um, hm.

JOHN C. LIU: And, what percentage of them are kind of not really having any concrete plans after graduation from high school with no plans to go to college?

GREGG BETHEIL: Okay.

JOHN C. LIU: And, the reason I asked that question is that your testimony doesn't talk about, and I'm not going to fault you for not talking about it, but I would urge your office to make sure that in these schools that there is full planning for what happens after graduation from the CTE schools.

CHAIRPERSON JACKSON: John, you're

1  
2 questions are clearly appropriate. And, I guess  
3 the question is, you know, since you've been  
4 onboard since January of this year, were they  
5 tracking that information? Were they asking the  
6 graduating students that information and tracking  
7 that in a computerized system with knowing their  
8 address, their phone numbers, their e-mail  
9 addresses, to ask them six months later, a year  
10 later? Or, is that in the cards now to do that?

11 GREGG BETHEIL: Chairman Jackson,  
12 as respectfully and as plainly as I can answer  
13 that question, I am happy to go back to the  
14 Department, gather the information that I know to  
15 be available--

16 CHAIRPERSON JACKSON: Right.

17 GREGG BETHEIL: --and collected by  
18 CTE schools, like all other high schools about  
19 what students intend to do upon graduation.

20 CHAIRPERSON JACKSON: Right.

21 GREGG BETHEIL: The larger question  
22 is whether or not that information is valuable to  
23 us--

24 CHAIRPERSON JACKSON: Um, hm.

25 GREGG BETHEIL: --absent knowledge

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about whether or not students actually pursue those paths--

CHAIRPERSON JACKSON: Um, hm.

GREGG BETHEIL: --and are successful in doing so. And, if we are going to be successful in making sure students have life plans, that process doesn't begin a year before graduation. That's part of the blueprint for middle school success that I know that the Council has had great interest in. And, as a priority of the Department, we need to make sure students and families are informed about their planning options and earlier, so that as they move past high school, that it simply isn't enough that we say we've gotten them out, but we are confident that they have strong plans and have the capacity to move ahead and be successful in those pathways.

CHAIRPERSON JACKSON: Okay. And, we appreciate that. We'd like to have that information. But, we think, also, it's important to determine, you know, whether or not in preparation, you know, kids are successful and they're going on and where they go to. So, in essence--

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2 GREGG BETHEIL: Agree.

2

3

CHAIRPERSON JACKSON: --it would be  
4 appropriate to stay in contact with them, either  
5 by questionnaire or by e-mail or by phone call six  
6 months, a year from now, two years from now to  
7 know if, in fact, you know, what your success rate  
8 is overall as far as CTEs versus, you know,  
9 academic stuff. But, we appreciate your response.  
10 John, I've got to move on, based on--

10

11

JOHN C. LIU: Okay. I just have  
12 one other area to question. You talk about a  
13 priority for CTE schools being educating kids for  
14 the 21<sup>st</sup> century. That would include, especially  
15 in the last decade, technology has just  
16 skyrocketed in all dimensions. And so, when we  
17 talk about offering kids, or students, with  
18 appropriate 21<sup>st</sup> century career and technical  
19 education, what is the Department doing to upgrade  
20 the equipment, the facilities where we're teaching  
21 these kids high tech?

22

GREGG BETHEIL: I can't speak for  
23 the range of efforts in technology [crosstalk]--

23

24

JOHN C. LIU: Well, give me an  
25 example where the Department has actually upgraded

25

1  
2 the technology to 21<sup>st</sup> century standards. Just one  
3 example.

4 GREGG BETHEIL: Sure, when I was  
5 the Assistant Principal of Martin Luther King High  
6 School in 1998, there were efforts that were  
7 underway, at that time, to simply make sure that  
8 we had computers in classrooms and began the  
9 effort in Representative Brewer's district to make  
10 sure that we were doing better connections to the  
11 internet. What I have seen, upon my return to the  
12 Department, in terms of the available connectivity  
13 in schools, access to a range of technology, is  
14 dramatic, to say the least. So, has there been  
15 progress over the last ten years? Yes. I think  
16 the large question that has been raised by the  
17 Task Force is whether or not we are now using  
18 those technologies in ways that are--

19 JOHN C. LIU: You're talking about  
20 computers in schools. We're getting computers in  
21 every single school. I'm talking about specific  
22 career and technology education. That is not  
23 applicable to every school in the system.

24 GREGG BETHEIL: Sure.

25 JOHN C. LIU: For example, I'm not



1  
2 saying this has to be your example. But, I would  
3 like an example of actual technology upgrades that  
4 teach kids 21<sup>st</sup> century technology. In Queens, we  
5 have Aviation High School. I'm very familiar with  
6 that. I have visited them many times. What kind  
7 of investments has the Department of Education  
8 made to make sure that those kids actually know  
9 how to work on airplanes of the 21<sup>st</sup> century as  
10 opposed to still having models of airplanes from  
11 World War I?

12 GREGG BETHEIL: I'll give only two  
13 examples in the interest of time. Aviation High  
14 School works closely with their industry partners  
15 to make sure they're working on up-to-date  
16 information. They have an annex that is now in  
17 the process of being expanded out at JFK airport.  
18 And, that includes having a fully-functional 727  
19 that was donated by Federal Express that students  
20 operate on on a regular basis and work on  
21 maintenance and repair to industry standards.  
22 And, that's part of an FAA-approved program to  
23 make sure that students are on that pathway.

24 When you speak to technology in  
25 particular, I would invite you or anybody else to

1  
2 join us at the recently-opened Academy of  
3 Innovative Technology, which is one of the new  
4 schools that opened on the Franklin K. Lane campus  
5 to get it exactly the 21<sup>st</sup> century technology uses  
6 that you're describing.

7 JOHN C. LIU: I'd like to take you  
8 up on that invitation. In Brooklyn, we have a,  
9 you know, I also have the privilege of Chairing  
10 the Transportation Committee. So, we often work  
11 with the MTA. We have a very close relationship  
12 with them. And, we have a school that teaches  
13 kids how to, like, drive subway trains. Is that a  
14 school that is slated for significant technology  
15 improvements?

16 GREGG BETHEIL: Transit Tech is one  
17 of the 26 CTE high schools. It continues to  
18 receive support under the Portfolio Weighting--

19 JOHN C. LIU: Well, they're still--

20 GREGG BETHEIL: --we talked about,  
21 the VTEA. And, I know that we're joined here  
22 today by some representatives of their industry  
23 partners that have been working on both pathways  
24 into the apprenticeship programs and other pieces  
25 to make sure that, in fact, their technology,

1  
2 their curriculum and their instruction is aligned  
3 with the needs of industry.

4 JOHN C. LIU: The subway car that  
5 they're being trained on right now is, I think  
6 like 30 or 40 years old. It's totally out of  
7 date. I would suggest that the Department work  
8 hard to get a new train into that school.

9 GREGG BETHEIL: I--

10 CHAIRPERSON JACKSON: Let me just  
11 say I think that, John, you raise a very  
12 legitimate issue. And, maybe it would good if,  
13 under your Portfolio, if you can tell us within  
14 the past year what technical equipment, such as,  
15 you know, the Aviation High School and other  
16 schools that are Career and Technical Education  
17 schools, what technology equipment upgrades to  
18 ensure that the students are working on the latest  
19 technology? If you can provide us with  
20 information as to, you know, how much was spent  
21 for that; whether or not it's DOE and/or private  
22 industry in partnership, so we get an idea as to  
23 where the equipment is at these CET schools.

24 GREGG BETHEIL: I'm happy to do  
25 that. I want to be careful about over-promising

1  
2 or tracking all of the individual contributions  
3 made by partners to that work is something the  
4 Task Force has asked us to do. We're happy to let  
5 you know where the major expenditures have been.  
6 And, I would point out that we are in the process  
7 of planning for the next five-year capital plan--

8 CHAIRPERSON JACKSON: Right.

9 GREGG BETHEIL: --where the  
10 questions about the investments that the  
11 Councilman is talking about are very much a part  
12 of that conversation and that the Task Force did  
13 point out among its recommendations.

14 CHAIRPERSON JACKSON: But, I do  
15 know that, if I'm a principal of the school and  
16 I've been there for two or three years or whatever  
17 period of time, I know what equipment investments  
18 were made in my school. So, I don't think it's  
19 very difficult to obtain from a principal of a  
20 school what investments in equipment and  
21 technology have been put in place concerning that  
22 CTE school.

23 GREGG BETHEIL: Sure.

24 CHAIRPERSON JACKSON: Okay. Let me  
25 just move on, John, I'm sorry. We have--

1  
2 JOHN C. LIU: Thank you,  
3 Mr. Chairman.

4 CHAIRPERSON JACKSON: --Simcha--  
5 thank you, John--Simcha Felder of Brooklyn and then  
6 we're going to move the agenda.

7 SIMCHA FELDER: Thank you very  
8 much, Chairman. I'm a little confused, as usual.  
9 I'd like to, if you can please explain clearly to  
10 me how you decide, or anyone decides, who comes to  
11 these schools. I don't understand that.

12 GREGG BETHEIL: The general way  
13 that students would decide to come to these  
14 schools is through the high school admissions  
15 process.

16 SIMCHA FELDER: But, does that mean  
17 that any parent decides that they'd like their  
18 child to come to one of these schools? How does  
19 it happen?

20 GREGG BETHEIL: There's a High  
21 School Fair that's happening in Brooklyn this  
22 weekend, which is part of an ongoing series of  
23 efforts run out of the Department and, our Office  
24 of Student Enrollment, Planning and Operations to  
25 make sure that families and students are informed

1  
2 about the choices. It happens with their guidance  
3 counselors at the middle school level. There is a  
4 high school directory that is available both in  
5 print and online that lays out the range of  
6 options and makes designations about which are  
7 specific CTE options and the admissions criteria  
8 associated with them.

9                   SIMCHA FELDER: All right. Stop  
10 because you're too smart for me. I'm very, very  
11 simple and I'm not that complicated. Are you  
12 saying to me that there are families with children  
13 perhaps that want to come to the schools and  
14 perhaps don't belong there? And, many children  
15 that don't come that might belong there?

16                   GREGG BETHEIL: That's not an  
17 implication I'm making at all.

18                   SIMCHA FELDER: Oh.

19                   GREGG BETHEIL: If I'm going to say  
20 it simply, families get information about the  
21 available schools. Families and students with  
22 support of their school apply to schools. There's  
23 a--

24                   SIMCHA FELDER: Well, I--

25                   GREGG BETHEIL: --process that

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2 determines where matches are made and students  
3 [crosstalk] schools--

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SIMCHA FELDER: Yeah, I don't understand. I don't understand. You said something about guidance counselors, for example. That would seem to be a very sensible way of trying to help parents decide which type of school would be appropriate for their children. Right? Do you know how many guidance counselors there are in public schools?

GREGG BETHEIL: Off the top of my head, no.

SIMCHA FELDER: There must be somebody here from the Board of Education that could tell you that. Can anyone here, who's with him, tell him how many guidance counselors there are in every public school?

GREGG BETHEIL: We can certainly get you that information. I know there are representatives from the UFT here that might be able to speak to their membership, as well.

SIMCHA FELDER: Yeah. Well, is there anyone here that knows how many guidance counselors there are in public schools, 'cause I

1  
2 can tell you that at most there may be one or two.  
3 Is that correct? Is there anyone here from the  
4 union, not to testify to blink? There are not  
5 enough guidance counselors, by any means, in the  
6 public schools. And, this is not targeted to you.  
7 But, the point that I'm trying to get at, and I  
8 never make it articulately enough, is that you're  
9 making decisions, or people are making decisions  
10 to take advantage of a wonderful program. I'm not  
11 criticizing your program yet. I'm criticizing,  
12 what I'm saying is that you have this  
13 extraordinary program that people are asking so  
14 many questions about, but the children, perhaps,  
15 that need your program most are not getting it  
16 because there are not enough guidance counselors  
17 in the elementary and in the middle schools to  
18 help identify those children that would benefit  
19 most. And then, you're leaving it up to a parent,  
20 who has no help figuring out, perhaps, what their  
21 kid needs. Right?

22 GREGG BETHEIL: I wouldn't say  
23 right.

24 SIMCHA FELDER: What would you say?

25 GREGG BETHEIL: What I would say is



1  
2 the process of informing student and family  
3 choices about their high school options, among a  
4 portfolio of choices, it has only gotten to be of  
5 higher quality and greater diversity is among the  
6 most critical pieces of the strategy to improve  
7 the schools.

8                   When we talk about how we do that,  
9 I do not think it's fair to say that we should  
10 rely only on middle school guidance counselors to  
11 carry that weight for the 1.1 million students in  
12 the system. We work hard across the Department at  
13 the school level, at the ISC level, as well as at  
14 the School Support Organization and at Tweed to  
15 make sure we're doing everything we can to get  
16 good solid information out to students and their  
17 families in multiple languages, through multiple  
18 vehicles, so that they have all the information  
19 they have. We've done High School Fairs. I was  
20 part of a parent workshop over the summer, where  
21 charter information was explained, small school--

22                   SIMCHA FELDER: Excuse me.

23                   GREGG BETHEIL: --information--

24                   SIMCHA FELDER: Excuse me for a  
25 minute. Blah, blah, blah. Listen I don't want--

1  
2 you're missing the point. And, don't put words in  
3 my mouth. I never said that we should rely  
4 entirely on guidance counselors. And, I  
5 complimented your other efforts. I don't  
6 appreciate your trying to insinuate that I meant  
7 that guidance counselors are the only people that  
8 should determine where a parent and a child should  
9 go.

10                   What I said, and I will direct it  
11 at the Chair, a request, because I don't want to  
12 drive the witness nuts, even though I didn't think  
13 I was. I just think that we have to perhaps,  
14 under your leadership, figure out how the children  
15 are getting to these wonderful programs and  
16 perhaps, due to the fact that there aren't enough  
17 guidance counselors in the schools, a lot of  
18 parents who really could get help for children who  
19 need these programs would not be getting it.

20                   The other issue I wanted to say is  
21 under this program, what are you doing for non-  
22 public schools? What kind of funding is there for  
23 CTE programs in non-public schools?

24                   GREGG BETHEIL: I can't speak to  
25 that right now. The only funding relative to CTE

1  
2 that comes over my jurisdiction is those that are  
3 directed to the public schools.

4 SIMCHA FELDER: Well, why not? Why  
5 is there no funding for non-public schools for CTE  
6 programs?

7 GREGG BETHEIL: I don't want to say  
8 that there's not. I'm only aware of the funding  
9 under my jurisdiction, which is directed to public  
10 schools. There may be other funding, I'm not  
11 aware of.

12 SIMCHA FELDER: Well, who could  
13 answer this question? I think, under state law,  
14 you mandate a variety of things for non-public  
15 schools. As it stands now, I'm not familiar with  
16 any non-public schools, and, that doesn't mean  
17 none exist, that have received any funding for the  
18 types of programs that you so wonderfully, and,  
19 again, I compliment--what you're doing is great.  
20 And, it's so great that I think that everyone in  
21 the City, including children who are non-public  
22 school children deserve the options as well,  
23 because a kid like me did not do well at all in  
24 high school. And, you could tell. Look.

25 CHAIRPERSON JACKSON: Can you--

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SIMCHA FELDER: Right? I don't understand, Chairman. Do you understand the question?

CHAIRPERSON JACKSON: I understand. Can you find out, please, whether or not any Department of Education monies are going to non-public schools for CTE programs?

GREGG BETHEIL: Certainly.

CHAIRPERSON JACKSON: And/or are the monies from the state or the federal government, are they available to non-public schools? Can you get that information to the Committee?

GREGG BETHEIL: Yes.

CHAIRPERSON JACKSON: Thank you very much.

DINA PAUL-PARKS: Chairman Jackson, if I just may add one thing. I think the question about making students and their families aware is a much broader question than what happens in the school. I mean one of the things that the Task Force really grappled with was, as we talked about, and you certainly mentioned it in your opening remarks, about the historical perceptions

1  
2 of CTE. And so, even making the general public  
3 aware of these pathways is a challenge, given what  
4 some folks might think of them.

5 And so, I think it's a much more  
6 holistic approach that the Task Force talked  
7 about, which is what our partners are so key to  
8 doing. In addition to what might happen in the  
9 guidance office in middle schools, it really is  
10 looking at more holistically how you bring career  
11 awareness.

12 CHAIRPERSON JACKSON: Okay.

13 DINA PAUL-PARKS: That might happen  
14 in the classroom and with curriculum development  
15 and with Fairs that go beyond just the High School  
16 Fair. So, I just wanted to put into context that  
17 it's not a singular effort. But, it really is  
18 going to be a collective effort.

19 CHAIRPERSON JACKSON: Thank you.  
20 Counsel Member Gale Brewer and then we're going to  
21 hear from the Public Advocate of the City of New  
22 York. Council Member--

23 GALE A. BREWER: Thank you very  
24 much.

25 CHAIRPERSON JACKSON: Sure.

1  
2 GALE A. BREWER: Gregg, I guess my  
3 question, and Robert always accuses me of talking  
4 in tongues, but the Tom Pendleton [phonetic]  
5 Organization, does that still exist?

6 GREGG BETHEIL: Tom Pendleton, at  
7 one point, supported a group that was a School of  
8 Work Alliance here in New York City. I don't  
9 believe that organization still exists in that  
10 form. Tom is a member of the staff of the  
11 Department of Education working in the Multiple  
12 Pathways Office.

13 GALE A. BREWER: I'm aware of what  
14 he's doing now. But, there's no similar  
15 organization in existence?

16 GREGG BETHEIL: There may be  
17 organizations that are playing a similar function.  
18 Most of the organizations of that ilk around the  
19 country were funded by the Federal School of Work  
20 Opportunities Act, which sunsetted more than ten  
21 years ago.

22 GALE A. BREWER: Okay. The reason  
23 I ask is when I look at your CTE Advisory Board,  
24 they are very distinguished individuals. But, I  
25 don't think they know how to build something any

1  
2 more than I do. So, my question is when you have  
3 aviation or you have schools that are teaching  
4 technology, etcetera, who's the on-ground advisory  
5 person? Is there, like, I know you have a  
6 wonderful high school that teaches construction to  
7 women students. How does all of this get  
8 implemented with some kind of support? Is it just  
9 a principal in the school that says we need a new  
10 plane; we need a new transit train to work on; we  
11 need new equipment? Who knows what the most  
12 current equipment is? Who knows if you have it?  
13 I love David Jones. He advocates. I love David  
14 Dinkins. They couldn't build anything. I love  
15 them both. They don't know anything about it.

16 GREGG BETHEIL: Let me see if I can  
17 answer the question on two levels. One is that  
18 there are citywide efforts that we do to engage  
19 industry in advising us on standards, the  
20 directions that curriculum should--

21 GALE A. BREWER: Right.

22 GREGG BETHEIL: --be going. That  
23 work is coordinated by Florence Jackson out of my  
24 office and works with the citywide CTE Advisory  
25 Council.

1

2

GALE A. BREWER: I got the Board.

3

I know them all.

4

GREGG BETHEIL: And, they've been a group that's been doing this for some time. That group works with a series of industry commissions that are focused on particular sectors, of which there are some representatives here in the audience today. Those industry commissions are responsible for both understanding the individual needs of schools and also connecting schools with resources and support to help guide them in areas that might be beyond their expertise. The simplest answer is that these really do need to be partnerships between industry and the schools and their broader communities. And, we need to recognize that schools and their staff simply can't do it alone.

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GALE A. BREWER: Say, for instance, I'm making this up, you have, I don't know how many CTE school, but say you have 30 schools. Then, do you have 30 industry groups that really work to see if you have the most up-to-date? To be honest with you, you don't have the most up-to-date. Might be a resource issue, but I know you



1  
2 don't. And, you also just don't have the most up-  
3 to-date teachers. They get frustrated. They call  
4 me. They're wonderful. But, they don't have the  
5 most up-to-date shop equipment. They don't. So,  
6 my question is is it resource? Is it industry?  
7 Where's the rub here?

8           Let me tell you why. We were in  
9 Washington yesterday, City Council lobbying,  
10 everywhere we go, we hear the rest of the world is  
11 catching up. And, we're going to be on the bottom  
12 of the pile in terms of our future. We hear  
13 finance is a problem, the financial sector. We  
14 hear that maybe we need to do more product  
15 development. That could be intellectual property.  
16 That could be repair of computers. That could be  
17 building, etcetera. We're all trying to figure  
18 out the best mixture.

19           I guess if I was in charge, I'd be,  
20 like, I call it fast forward. CTE is really  
21 important, not a little bit. So, I would be  
22 saying we're going to have the best train, the  
23 best teachers and we're going to make these—I have  
24 people that share the technology, companies coming  
25 to me saying we have 400 openings, Gale, 400.

1

2 And, I have nobody to fill them. You hear that  
3 all the time.

4

5 So, what's the disconnect here on  
6 my fast forward approach? What is it that we need  
7 to do? Are they operating 24/7, these schools?  
8 Are they operating 365 days a year? These are  
9 really important jobs and really important places  
10 to put people if they have the proper training.  
11 So, my question is what is the disconnect, if  
12 there is one, between the people who are being  
13 trained and the jobs? And, are we up-to-date on  
14 everything and there is no disconnect, because I  
15 hear in the computer world that there is a  
16 disconnect?

16

17 GREGG BETHEIL: There's clearly a  
18 disconnect, which is what brought the Task Force  
19 together to address these issues. I think the  
20 range of things that you just laid out are an  
21 accurate portrayal of the challenge that we have  
22 ahead of us. I don't want to diminish either the  
23 complexity of the work that we have ahead and the  
24 range of partners that we are going to need across  
25 sectors, from higher education to the advocate  
community to labor to industry to get at this.

1  
2 Nobody's going to be able to do this alone, that  
3 includes our workforce development and economic  
4 development agencies. But, I also don't want to,  
5 for a second, diminish the urgency that you're  
6 placing around the challenge and think that's some  
7 of what brings us all here today.

8 GALE A. BREWER: Okay. So, what's  
9 the timeframe on everything being up-to-date in  
10 terms of the work that's being done in the  
11 schools? Like, what can we do to help you to do  
12 that? Do you need more people in the industry?  
13 Is it just resources? Is it teachers teaching in  
14 title as opposed to out of title? Or, just having  
15 the resources themselves? If you could just pick  
16 like three challenges that are most in front of  
17 you, what would they be?

18 GREGG BETHEIL: I think we need to  
19 be clear on standards and expectations for the  
20 schools that are aligned with industry, certainly  
21 having continued access to industry  
22 representatives to let us know where that is is a  
23 starting point. If we don't know what the goals  
24 are and how high a bar we need to be setting,  
25 we're not going to get there.

1  
2 GALE A. BREWER: Okay, goals,  
3 goals.

4 GREGG BETHEIL: That's one.

5 GALE A. BREWER: Okay.

6 GREGG BETHEIL: Second is that  
7 we're going to need to then convene with the  
8 industry and the schools to talk about how, in the  
9 case of the individual programs, we are going to  
10 advance them to make sure that we have the highest  
11 quality programs across our schools, so that any  
12 student, in any school, in any program, has access  
13 to a high-quality program. And, lastly, I think  
14 we need to collectively hold ourselves  
15 accountable--

16 GALE A. BREWER: Okay.

17 GREGG BETHEIL: --for making sure  
18 that we are not sufficient with the minimum  
19 standards, but making sure we're preparing our  
20 students to meet 21<sup>st</sup> century standards for  
21 competition that are going to have them competing  
22 far beyond New York City and this region and with  
23 students around the world.

24 GALE A. BREWER: Okay. I'm not--

25 GREGG BETHEIL: That's the

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2 challenge.

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GALE A. BREWER: I'm not going to ask any more questions, 'cause I know time is of the essence, Gregg. But, I'm just saying if I was doing this, I would like break it down to say I need six more shops, ten more planes, 12 more teachers. I'm just saying, that's how I think.

GREGG BETHEIL: We're definitely going--

GALE A. BREWER: So, offline, if we could get some of that information, it would be helpful.

GREGG BETHEIL: And, I'll be remiss if we mentioned planes and trains, we have to mention automobiles as well.

GALE A. BREWER: All of the above. But, I'm just saying that's what we need in terms of the breakdown, 457 days to go. Thank you very much.

GREGG BETHEIL: Certainly.

CHAIRPERSON JACKSON: Thank you, Council Member. Well, clearly, we appreciate you coming in. And, this is to be continued without a doubt. And so, we look forward to next year

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2 having an update on where we stand concerning the  
3 short term and long term goals and how we're  
4 tracking, I guess, students, you know, with  
5 respect to their graduation, after graduation and  
6 the resources that are being spent and the  
7 technology and partnerships that are being  
8 developed and put into the schools. So, sir, you  
9 have a lot of work to do, along with your team.  
10 And, believe me, we're going to have an update  
11 Oversight hearing a year from now. So, be ready  
12 and be prepared.

13 GREGG BETHEIL: We will be and look  
14 forward to it.

15 CHAIRPERSON JACKSON: Thank you  
16 both for coming in.

17 GREGG BETHEIL: Thank you.

18 CHAIRPERSON JACKSON: All right.  
19 The Public Advocate of the City of New York, Betsy  
20 Gotbaum and Susie Hahn [phonetic], on her behalf.  
21 Please come forward. And, then next we'll hear  
22 from Michael Mulgrew, the UFT, CTE Vice President.  
23 Welcome. Just identify yourself and you may  
24 begin.

25 SUSIE HAHN: Thank you Chair

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2 Jackson. My name is Susie Hahn, Senior Policy  
3 Analyst from the New York City Public Advocates  
4 Office. I will be presenting the testimony of  
5 Public Advocate Betsy Gotbaum, who could not  
6 attend today. Thank you Chair Jackson and the  
7 rest of the Council members here today for giving  
8 me the opportunity to testify. I usually sit up  
9 there with you during Education Committee  
10 hearings. But given that my office has been so  
11 involved in promoting the need for improved Career  
12 and Technical Education in schools, I wanted to  
13 take this opportunity to share my thoughts about  
14 both the current state of CTE and its future.

15 As we have heard repeatedly over  
16 the past few months, our four-year graduation rate  
17 climbed to 52% as of the 2007 school year. That  
18 leaves nearly 50% who didn't graduate on time.  
19 The City's high school dropout rate is also quite  
20 high and there have been serious problems in the  
21 past with students being forced, or pushed-out, of  
22 high schools.

23 According to a Community Service  
24 Society report, of the 16 to 24-year-olds not in  
25 school, only a little more than half were

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employed. Two hundred thousand are neither in school nor employed. The evidence I just referenced signals to me a clear need to create another path, another option for our kids. And I believe that includes State-certified CTE programs. In January, the mayor, too, acknowledged that these programs could play a vital role in our education system. I'll get to this, and the results we've seen so far, shortly.

But, first, let me take a few minutes to tell you about what I have seen and uncovered about the current state of CTE in our schools. First, CTE has been a term too loosely used to describe a variety of programs. Second, young women are not equally represented in CTE programs. My January 2008 report on gender equity in the City's 18 CTE high schools showed that 59 percent of the student population in these schools was male and 41 percent female. Six of the 18 schools were more than 75% male. Third, State-certified CTE programs lead to higher graduation rates and jobs in high-growth fields, such as carpentry that can pay \$50,000 a year. And fourth, the City has, in the past, missed out on



1  
2 providing thousands of students with opportunities  
3 in growth sector jobs paying a living wage.

4 Let me expand on these points.

5 First, the Department of Ed lists almost 282  
6 career-oriented programs with over 100,000  
7 students on its CTE website. Many of these are  
8 nothing more than elective class. Over the past  
9 few years, there has been an improvement to  
10 standardize the definition for CTE.

11 In 2006, the Feds enacted the  
12 Carl D. Perkins Career and Technical Education  
13 Improvement Act, which set up some very good  
14 standards that the State of New York adopted and  
15 follows. The resulting State stamp-of-approval  
16 assures parents and students that a CTE program  
17 offers quality instruction, including work-based  
18 learning opportunities and internships; faculty  
19 who are professionally certified in their field;  
20 industry-recognized technical assessments; and  
21 agreements with postsecondary institutions, all of  
22 which help to ensure future success. Yet, only  
23 24% of all the programs that the City considers as  
24 CTE have received State approval. Additionally,  
25 State-approved CTE programs improve academic

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achievement and job readiness.

In May 2007, my office released a white paper that reviewed the state of CTE in our schools. What we found was that, in 2005, 97% of 12th grade students enrolled in one of 48 State-approved CTE programs in New York City attained a high school diploma. Not only were they more likely to graduate, but 69% of 2005 graduating CTE students enrolled in a postsecondary program.

Also, my November 2006 report on healthcare careers in CTE found that, while each year 7,600 new living wage healthcare jobs become available, only 185 students graduated from these State-approved programs and passed technical assessments in 2004-2005. As a result, thousands of students missed an opportunity to fill these jobs upon graduation.

The final report by the Task Force includes several commendable recommendations to address these problems and improve CTE schools and programs. I am encouraged that the DOE will strengthen partnerships between target growth industries and CTE programs in order to provide meaningful work-based learning experiences and

1  
2 identify sector-specific skills needed in high-  
3 growth industries, such as healthcare. I also  
4 applaud the recommendation that performance  
5 targets be established to increase the number of  
6 State-approved programs over each of the next  
7 three years. Finally, I am pleased to see that  
8 the DOE will target middle school girls and  
9 families in CTE recruitment plans and provide  
10 disaggregated admissions and enrollment data by  
11 gender.

12 But there is more that the DOE can  
13 do to ensure gender equality in CTE schools. In  
14 my January 2008 report, I recommended that all CTE  
15 schools have a designated sex equity coordinator  
16 and that DOE conduct regular compliance reviews,  
17 independent of the biennial reviews conducted by  
18 the State Education Department, and that schools'  
19 written compliance plans be made publicly  
20 available on the DOE website. The Task Force  
21 report should be just the beginning of the DOE's  
22 effort to improve the quality of its CTE programs.  
23 We must do everything we can to ensure that the  
24 doors of opportunity are opened for all students,  
25 female and male. Thank you.

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CHAIRPERSON JACKSON: Thank you.

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Thank you for your testimony on behalf of the Public Advocate and we look forward to working with her to ensure that CTE programs are at the satisfactory level that we all can be happy with.

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Next, we hear from Michael Mulgrew,

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UFT, CTE Vice President. Mr. Mulgrew, welcome.

9

Do you have any written testimony?

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MICHAEL MULGREW: We'll be

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submitting that - -

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CHAIRPERSON JACKSON: Okay. Could

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you press the mic, please? Thank you.

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MICHAEL MULGREW: We will be

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submitting our official testimony next week.

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CHAIRPERSON JACKSON: Okay.

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MICHAEL MULGREW: My name is

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Michael Mulgrew. I am the United Federation of

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Teachers Vice President for Career and Technical

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Education. I'd like to thank Chairman Jackson for

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having these hearings. And, I'd also like to

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thank Chairman Jackson for his advocacy on behalf

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of CTE over the last couple of years, as we have

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fought very hard to bring this issue, to say the

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least, to the forefront.

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2 Six years ago, seven years ago, CTE  
3 in New York City was looked at by other cities  
4 throughout this country as one of the cities that  
5 were developing career and technical education  
6 programs at an extremely quick rate under the  
7 auspices of changing vocational education into  
8 career and technical education, which the major  
9 difference, as you pointed out before, is the  
10 integration of the academic curriculum into the  
11 skill set area. Two years ago, the United  
12 Federation of Teachers, along with various people  
13 sitting in this audience right here, worked very  
14 tirelessly to bring CTE back into focus inside of  
15 New York City because it had become apparent that  
16 it no longer was a focus of the current  
17 administration. And, to their credit and to the  
18 credit of the Mayor, it is now back into the  
19 focus.

20 I was a member of the Task Force.  
21 The recommendations are extremely well-written.  
22 And, they will make a difference. But, there are  
23 four major points that have to go along in order  
24 for it to succeed. The first is there has to be  
25 support and policy changes, both at the State and

1  
2 City level, here in New York. There are many  
3 reasons why certain programs are not certified as  
4 so many of the Council people have pointed out.  
5 Some of them are because of lack of support here  
6 in the City. But, a large majority of them are  
7 because of policy that currently will not allow  
8 them to become certified, which needs to be  
9 changed at the State level. And, thankfully, the  
10 regions on the CTE Task Force are willing to  
11 entertain because they also recognize that the  
12 policies are antiquated and they need to be looked  
13 at.

14 Second, the capacity of teachers  
15 and infrastructure in the school. Human Resources  
16 at the Department of Education has been woefully  
17 inadequate at attracting CTE teachers. In fact,  
18 we have had numerous teachers some to the United  
19 Federation of Teachers who came to work in CTE-  
20 specific schools, who were told by Human Resources  
21 that they are not needed because we don't do that  
22 anymore. That is now no longer, supposedly at  
23 this moment, they no longer do this. And, we're  
24 hope that is true. But, there's five individual  
25 ISC's where many of these people come into. There

1  
2 is a tracking program that will allow people to  
3 come from industry into teaching. And, that is  
4 the one avenue, along with the SVA program, that  
5 is run jointly by the UFT and the DOE, where the  
6 majority of our teachers come from. But, we  
7 cannot expand CTE programs at this moment in the  
8 City because we do not have the teachers or  
9 instructors to do so. So, there has to be a push  
10 to do this. Thankfully, at the State level, they  
11 have recognized this and it is now Career and  
12 Technical Education teachers are the number one  
13 shortage area Statewide, above English language  
14 learner, English language teachers and special  
15 education teachers.

16 Third, we need a support for  
17 curriculum instruction and design and  
18 instructional methodology. It is not as simple as  
19 saying we want to expand CTE. As teachers, we  
20 understand that a lot goes into designing proper  
21 curriculum. There needs to be an integration  
22 between the industry and between the academic.  
23 This is arduous work. And, at this point, there  
24 is nothing in the plan that will actually speaks  
25 to that.

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2                   The United Federation of Teachers,  
3 with our Teacher Center, this summer started a  
4 program, and, thankfully, we have 18 schools  
5 working in teams in doing this work. They came in  
6 for two weeks over the summer. Where they're  
7 sitting, with their industry and with the academic  
8 teachers, designing the curriculums as it is  
9 appropriate for CTE certification. This is  
10 something we happily do. But, we would like to  
11 see an expansion of this program because if we're  
12 going to do the work recommended by this Task  
13 Force, that program does need to be expanded.

14                   And, fourth, and this is a very  
15 important one. And, this is one that the City  
16 needs to work at as a whole. This is not one we  
17 will take the position that fall solely on the  
18 shoulders of the Department of Education. In  
19 order to expand career and technical education,  
20 there has to be a system in the City for private  
21 industry and unions and community groups to  
22 partner with schools in a meaningful way where  
23 everyone's issues and responsibilities are clear.  
24 And, that it will help each of those entities when  
25 this is done properly. That is not in existence



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at this point.

Two years ago, when we started the push which led to the Creating Futures Forum, where you, Mr. Jackson, spoke on behalf of the City Council, along with Councilman Addabbo. And, we also had Deputy Mayors Walcott and, at that time, Deputy Mayor Dan Doctoroff. And, they were the ones who, along with the people on the Council, at that point, who pushed this issue. To get to the point of that Forum, there was a group of people who met with over 150 different unions, corporate leaders, managers of different industries and they were all clear. There is a skill shortage in New York City in every major skill industry. They need help. It is very expensive for them to develop workers. And, they would be more than happy to partner with education. But, in partnering with education, they wanted certain things in return. They did not want to partner with schools to find out the school is closing next year. They did not want to donate equipment and retrofit a room to find out a new principal has come in and says we don't want to do that anymore.

1  
2 And, at the same time, there's a  
3 responsibility put on these industries. If you  
4 are going to partner with the school, you have to  
5 be there to do the work that we're asking you to  
6 do. We're not asking you to become overtly  
7 involved with the schools. We're asking you to  
8 supply to guidance and assistance on what is  
9 necessary for people to be successful in your  
10 industry.

11 I just spent two days in  
12 Washington, D.C. Thankfully, on the current  
13 Democratic national platform, there is a skill  
14 training piece for education. But, more  
15 importantly, there is a Career and Technical  
16 Education piece. The Brookings Institute showed  
17 us some very, very startling statistics. For the  
18 first time ever in the history of this country,  
19 productivity over the last eight years has  
20 increased at a very quick rate, continually going  
21 up, which sounds good for an economy. But, for  
22 the first time ever, as that has happened, the  
23 mean average income of families has continually  
24 gone down. And, when we asked the people from  
25 Brookings exactly what was the cause of this, they

1  
2 said it's a lack of skilled workers and skilled  
3 industries are suffering in the United States of  
4 America. Of course, many people of the Panel  
5 quickly jumped to the conclusion that it was  
6 because people were outsourcing. And, they said  
7 no, that is not the point. It is many of these  
8 industries cannot find the skilled workers and  
9 they're bringing workers in from foreign countries  
10 who are then treated in an unfair manner and they  
11 pay them less. These industries would be more  
12 than happy to hire people from the United States  
13 because it's cheaper in the long run for them.

14 We, as a City, are facing the same  
15 situation. As you heard from Former Mayor Dinkins  
16 before, we have 250,000 people between the ages of  
17 15 and 24, who are living below the poverty line.  
18 And, at the same moment, you have every skilled  
19 trade area and every skilled industry in New York  
20 City facing a shortage of workers. Shame on us as  
21 a City. This is unacceptable.

22 That is what CTE can do for New  
23 York City. But, it takes a lot more than just  
24 developing five demonstrate sites in a year and a  
25 half. It will take the efforts of all of the

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2 City. The Department of Education has a major  
3 responsibility here. But, it is not just their  
4 responsibility. It is the responsibility of  
5 government. It is the responsibility of the  
6 Workforce Investment Board. It is the  
7 responsibility of DYCD. These entities need to  
8 come together to form a plan of economic  
9 development using, and working with, the schools.

10 We know, in CTE in the schools,  
11 academically, they work. You've heard all the  
12 numbers. They graduate at a higher rate than  
13 students who are not in CTE programs. The dropout  
14 rate is between 3 and 5%, depending on which year  
15 you're looking at. The dropout rate for the rest  
16 of City is 19 to 21% over the same three-year  
17 span. This is the future. And, if we keep  
18 putting this off, if we keep not focusing, the  
19 City will not be the City that it is supposed to  
20 be. Thank you very much.

21 CHAIRPERSON JACKSON: Well, let me  
22 thank you on behalf of your union and yourself for  
23 coming in and giving testimony. And, as you were  
24 a member of the Mayoral Task Force—is that  
25 correct?

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2 MICHAEL MULGREW: Yes.

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CHAIRPERSON JACKSON: We've been  
4 joined by our colleagues Helen Diane Foster of the  
5 Bronx and Bill de Blasio of Brooklyn. I don't  
6 know if you heard the testimony of the two  
7 representatives from the City of New York with  
8 respects to their short term and long term goals  
9 in its five years. Do you think that that's  
10 enough time? Or, is it too much time in order to  
11 implement a full satisfactory Citywide program for  
12 CTE?

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MICHAEL MULGREW: If we leave it  
14 just to the Department of Education to do, it will  
15 probably not work because there are too many  
16 different areas that need to come together. This  
17 is a uniting of the commercial, the governmental  
18 and the educational industry working together. If  
19 we, and I cannot emphasize this enough, if we are  
20 looking only to the Department of Education to  
21 facilitate this, it will fail.

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CHAIRPERSON JACKSON: Is there a  
23 Citywide Task Force of Department of Education,  
24 industry, parents, students, former students, in  
25 essence, a whole coalition that has goals and

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2 objectives for CTE from an industry point of view  
3 in order so that it's working together to move it  
4 forward in the schools?

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MICHAEL MULGREW: Sadly to say, no.  
6 We do have individual industries who have plans.  
7 We have an Advisory Council of New York City,  
8 which is mandated under state regulations.

9

CHAIRPERSON JACKSON: Advisory  
10 Council for New York City for CTE--

11

MICHAEL MULGREW: For Career and  
12 Technical Education.

13

CHAIRPERSON JACKSON: Okay.

14

MICHAEL MULGREW: There is no plan,  
15 at this point, of what you are speaking. There  
16 are individual industries, I will point out one in  
17 particular, the automotive industry in New York  
18 City, the Greater New York Automobile Dealers  
19 Association, understood their need for technicians  
20 six years ago. They embrace Career and Technical  
21 Education, formed their own Advisory Board and  
22 that is why they have been able to get, what they  
23 call, a yield, you know. It's kind of odd as an  
24 educator to deal with industries when we have to  
25 be sensitive to the fact that we'll help you, but

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2 we need a yield. And, you know, we look at them  
3 as students, not yield, which is what we're  
4 supposed to do. But, when I started to work with  
5 the Advisory Board of Automotive, it became clear  
6 to me that this was an industry who came to us  
7 responsibly and said we will help you develop,  
8 retrofit the automotive programs in various high  
9 schools in New York City. We will give you  
10 internships. We will give you entrée into all of  
11 the different dealerships. We need from you a  
12 commitment that our schools are going to remain  
13 and that we will not have to deal with  
14 bureaucratic red tape to get things done.

15 We did that because we were able to  
16 do that because there was not, and this is sad  
17 because this is odd, there was no focus on CTE.  
18 So, no one was looking at it so we were able to  
19 get that done quickly with certain schools. That  
20 ability to do that quickly is what's going to be  
21 needed to do this five-year plan. So, as the  
22 Department of Ed talks about, we have to figure  
23 out accountability, which is fine. But, we have  
24 to figure out how to measure every little thing  
25 inside of a CTE school this, this and that, I'm

1  
2 afraid that that is something the industry's going  
3 to look at and say I don't have time for this.  
4 They know what they need and they have no problems  
5 working with schools. They're just afraid that,  
6 in moving forward with this work, we will set up a  
7 bureaucracy that makes it impossible for them to  
8 do what they want to do and help.

9 CHAIRPERSON JACKSON: Well, you  
10 heard me state, at the end of the testimony and  
11 questioning of the two representatives from the  
12 City of New York that we would be revisiting this  
13 issue again one year from now. So, I expect some  
14 results as to their short and long term goals and  
15 asking questions about, you know, how much money  
16 was invested in information in technology and  
17 equipment upgrades and in what schools. I don't  
18 think that that's too hard to get. As I  
19 indicated, all you have to do is ask the principal  
20 of a school--

21 MICHAEL MULGREW: Um, hm.

22 CHAIRPERSON JACKSON: --how much  
23 money was invested and from whom. So, we're going  
24 to be asking for them to gather that information  
25 so we can prepare for next year's hearing.



1  
2 MICHAEL MULGREW: Many of the  
3 principals are afraid if they're reporting they're  
4 getting money from outside industry that then  
5 they'll not receive their proper funding supports.

6 CHAIRPERSON JACKSON: That's a  
7 problem.

8 MICHAEL MULGREW: Yeah.

9 CHAIRPERSON JACKSON: That's a  
10 problem. Well, let me thank you for coming in on  
11 behalf of the United Federation of Teachers. And,  
12 we look forward to working with you. My last  
13 question is you had indicated that some support  
14 and policy changes and there was some things that  
15 needed to be changed as far as, I guess, the Board  
16 of Regents.

17 MICHAEL MULGREW: Um, hm.

18 CHAIRPERSON JACKSON: Who, if  
19 anyone, are making those recommendations for  
20 policy changes at the State level so that they can  
21 be implemented here in the City?

22 MICHAEL MULGREW: We currently have  
23 our own sitting committee at the United Federation  
24 of Teachers of CTE teachers and guidance  
25 counselors who are working with the Regents

1  
2 specifically, Merryl, Regent Tisch on trying to  
3 make these changes. There are roadblocks in  
4 policy which stops a lot of programs from being  
5 certified, which actually they're quite ludicrous  
6 some of them. We have lawyers who are teaching  
7 legal studies programs and they can't be certified  
8 because there's no such thing as a teacher  
9 certification for high schools as a lawyer. So,  
10 therefore, the person doesn't have the right  
11 certificate, which they don't have and they won't  
12 certify the program. It's that type of silly old  
13 bureaucratic stuff that has to be fixed.

14 CHAIRPERSON JACKSON: Well, I would  
15 appreciate if you could send us a list of  
16 recommendations--

17 MICHAEL MULGREW: Fine.

18 CHAIRPERSON JACKSON: --or things  
19 that are being worked on so, from our perspective,  
20 from an oversight point of view, we know of those  
21 particular areas.

22 MICHAEL MULGREW: And, for the  
23 record, I did stand up for Councilman Felder.  
24 It's 2,920 guidance counselors.

25 CHAIRPERSON JACKSON: Citywide,

1

2 citywide?

3

MICHAEL MULGREW: Yes.

4

CHAIRPERSON JACKSON: Not for CTE?

5

MICHAEL MULGREW: No, citywide.

6

And, actually, we just stated to convene our own

7

committee on doing an informational campaign with

8

the middle school guidance counselors because his

9

points were very germane to the fact that people

10

don't know what they're choosing by these

11

different things. This is not English or AP

12

English. These courses range all over the map in

13

terms of what skills are needed, what the

14

interests are and they're very misleading. Yeah,

15

Cisco's computers, but it's not designing or

16

software computing. They're different things.

17

So, we are now currently putting together an

18

informational package and we will be doing a

19

campaign with all the middle school guidance

20

counselors in the City.

21

CHAIRPERSON JACKSON: Well, thank

22

you for coming in.

23

MICHAEL MULGREW: Okay.

24

CHAIRPERSON JACKSON: Thank you.

25

I'm sorry. Council Member Gale Brewer.

1  
2 GALE A. BREWER: First of all,  
3 that's the best testimony I've heard in years.  
4 Thank you.

5 MICHAEL MULGREW: Oh, thank you.

6 GALE A. BREWER: And, the second  
7 question is how do you, I know you talked, in your  
8 number two, capacity of teachers is a challenge,  
9 but how is the recruitment done, obviously not  
10 perfectly now, for teachers, for CTE? And,  
11 second, once in a school, how is the professional  
12 development, which is so important, kept up to  
13 date? Are there resources, dollars, programs,  
14 etcetera? So, there's two issues. How do you get  
15 in and then once you're there, what kind of  
16 support for up to date?

17 MICHAEL MULGREW: Okay. The  
18 recruitment at this moment is a school will call  
19 myself or someone at the Department of Ed, say  
20 they want to open a certain type of program. Or,  
21 a school will call us and say the program is about  
22 to be closed, we need a teacher. We will then go  
23 to industry and recruit directly from industry,  
24 because that's the only thing we know what to do  
25 at this point. The State technical, there are

1

2 only four universities, four colleges, in the  
3 State who produce technical teachers. And, they  
4 have not been pushing this issue whatsoever. In  
5 fact, they've been downsizing. But, one of the  
6 recommendations coming from the State level is  
7 that these programs have to be expanded. We will  
8 go to industry and we will ask. A couple of years  
9 ago, the people in this room, we were about to  
10 close two construction programs, Legal Momentum  
11 went and found four construction teachers for me,  
12 which so we could save them. And then, we bring  
13 them in to a transitional certificate.

14 GALE A. BREWER: Called Francoise  
15 Jacobson [phonetic]. Go ahead.

16 MICHAEL MULGREW: Yes. That's how  
17 we do recruitment. Now, the Department of Ed is  
18 supposedly putting together plan for doing a  
19 recruitment on technical teachers. The question I  
20 ask them all the time is how do you know which  
21 areas to recruit for. There are at least 35  
22 different CTE types of sequences and they're all  
23 different inside of it.

24 The professional development is the  
25 interesting part. How do you take someone from

1  
2 industry, on the industry person, and teach them  
3 how to be a teacher, because they do not have the  
4 pedagogical skills. So, we do it by bringing them  
5 in. We have, at the UFT and now we've been able  
6 to do it on a citywide basis, we're doing a CTE  
7 Teacher Development Program. That's the  
8 professional development. There is nothing  
9 official from the Department of Ed.

10           The other part is once they're in  
11 the schools, because industries change at such a  
12 rapid rate now, we not only have to do the  
13 pedagogical professional development, we now have  
14 to go to industry and do their industry  
15 professional development. We have groups of  
16 teachers who go to Detroit every two years. We  
17 have other industries, the Graphic Arts industry  
18 has been one of the, because it's so varied, the  
19 Advisory Council of Graphic Arts has been very  
20 good at supplying training. They go to various  
21 industry people and say could you supply training  
22 for teachers in this new program that we're using  
23 for design or, in this new printing machine that  
24 just came out from Xerox.

25           If we're to develop CTE, those are

1

2 the things we have to put systems in place. And,  
3 that's what I meant when I said support systems.  
4 Those are the things that have to be done. They  
5 do not exist at this moment.

6

GALE A. BREWER: Okay. Thank you  
7 very much. I can ask many more, but I know time  
8 is of the essence. When I was in Denver, we had  
9 many workshops on this topic, particularly in the  
10 technology world. And, this keeps coming up and  
11 up as a discussion. But, I think you have the  
12 solutions. Thank you.

13

MICHAEL MULGREW: Thank you.

14

CHAIRPERSON JACKSON: Thank you,  
15 Council Member. Thank you very much. Next, we'll  
16 hear from Kim Sweet, the Executive Director for  
17 Advocates for Children. Naomi Saez [phonetic], a  
18 student at Odom [phonetic] Automotive High school,  
19 Linda Patrone, a teacher at Dodge CTE School and  
20 Leonard Bradley, a teacher at Automotive High  
21 School. Please come forward. Please come  
22 forward. Miss Sweet, you may begin your testimony  
23 as soon as you're ready.

24

KIM SWEET: Thank you.

25

CHAIRPERSON JACKSON: Identify

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yourself.

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KIM SWEET: Good morning. My name is Kim Sweet. And, I'm the Executive Director of Advocates for Children of New York. And, I thank you for this opportunity to discuss Career and Technical Education today. I want to start by saying that we are very happy to see that the Department of Education is finally focusing attention and resources on career and technical education. It's an area that has so much promise for the kids that we serve, but has not so far received the support that it deserves.

I'm going to use my time today to urge the Council to continue to monitor the rollout of the new or retooled CTE programs to make sure that they really, really do include, from the outset, students with special needs, English language learners and students who are over-aged and under-credited. It is highly encouraging that the Task Force recommended including these populations from the outset of the program. But, as we all know, more than desire will be needed to ensure that the CTE programs are accessible to a wide range of students.



1  
2 Inclusion will not happen without  
3 effort and deliberate planning at every point in  
4 the process. Indeed, programs must be designed  
5 from their very start to maximize opportunities  
6 for inclusion of students with special needs,  
7 English language learners, and over-age and under-  
8 credited students, while still providing a  
9 meaningful pathway to postsecondary success.

10 To this end, we wish to make the  
11 following five points. First, CTE schools are  
12 going to need the resources, the expertise and the  
13 flexibility to integrate effective remediation in  
14 reading and math into their career-oriented  
15 programs. To the extent that this expertise may  
16 not already exist in these schools, the DOE will  
17 need to make sure to provide it.

18 Second, improved use of assistive  
19 technology could provide useful tools for academic  
20 remediation and also teach students coping  
21 strategies to carry into their employment.  
22 Assistive technology can provide the key to  
23 employment for individuals with disabilities.  
24 And, CTE schools could, and should, prepare  
25 students with disabilities to identify and seek

1  
2 the technology and other accommodations they will  
3 need for their adult careers.

4 Third, we consistently see students  
5 in our agency who are not able to achieve a  
6 Regents diploma, but nevertheless could work and  
7 make positive contributions to society. We  
8 support the Task Force's call for exploration of  
9 alternative credentialing that focuses on  
10 postsecondary readiness for a diverse population  
11 that has a wider range of abilities and needs.

12 Fourth, we agree with the Task  
13 Force's preliminary recommendation that public-  
14 private partnerships should define quantifiable  
15 annual targets for internship development across  
16 schools and programs. It is critical that  
17 internships and work-based learning opportunities  
18 are made available across skill levels, as well.  
19 The DOE should work with industry to attempt to  
20 identify internships and work-based learning  
21 opportunities that span a wide range of skill  
22 levels and abilities.

23 And, fifth and finally, students  
24 with special needs and English language learners  
25 will not access good CTE schools unless they know

1  
2 about them. We encourage the DOE to reach out to  
3 parent groups and advocates, IEP teams and special  
4 education staff, middle school guidance  
5 counselors, as we were discussing today, and  
6 community-based organizations that serve immigrant  
7 communities to ensure that hard-to-reach  
8 populations know how to access these promising new  
9 schools. Thank you.

10 CHAIRPERSON JACKSON: Well, and let  
11 me thank you on behalf of Advocates for Children  
12 for coming in and giving your testimony on this  
13 very important subject. Now, we're going to hear  
14 from Naomi Saez, a student at Automotive High  
15 School. Naomi.

16 NAOMI SAEZ: Thank you for having  
17 me here. My name is Naomi Saez. I'm a student at  
18 Automotive High School. It's my junior year. I  
19 do shop class, which is I work on cars, hands-on,  
20 and it's a good thing that CTE is, like, there  
21 teaching me and supporting me for what I'm going  
22 to do in the future and what I want to do in the  
23 future.

24 What I can say is cars is my  
25 passion. That's my thing. And, like, I would

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like to see more girls in, like, the world that I'm heading for. I would like to see more girls in, you know, CTE and things like that. And, it's, like, it's a real impressive thing to see a girl in, like, a all-male industry. And, like, it makes me feel that I can do whatever I want to do. Like, I can do what a man has been doing for years and years and years. And, it feels good to know that. And, pretty much that I'm willing to take this on for the rest of my life. And, I'm, like, ready for anything that comes at me.

CHAIRPERSON JACKSON: Well, that's great. We're glad to hear that. And, we want to thank you for coming in. And, did you sit through all of the testimony of the previous speakers?

NAOMI SAEZ: Yes.

CHAIRPERSON JACKSON: When we come to questions, I'm going to ask you some questions about that.

NAOMI SAEZ: Okay.

CHAIRPERSON JACKSON: Okay. Thank you for coming in. And next, we hear from Linda Patrone, a teacher at Dodge CTE High School.

LINDA PATRON: Thank you for having

1

2 me here.

3

CHAIRPERSON JACKSON: You're

4

welcome.

5

LINDA PATRON: It's Linda Patron

6

[phonetic].

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CHAIRPERSON JACKSON: I'm sorry.

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LINDA PATRON: Linda Patron.

9

CHAIRPERSON JACKSON: Patron.

10

LINDA PATRON: Yes. I'm the lead

11

teacher at Grace Dodge Career and Technical High

12

School for the nurse assist program. Our program

13

is State-certified. Unlike the other programs,

14

we're one instructor to ten students. Now, out of

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my nine students that graduated, six went on to

16

higher education. Two had monetary problems and

17

one became ill. So, she couldn't pursue going on

18

to college.

19

Our problems are our equipment is

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outdated and recruiting new teachers. Most of our

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time, as we try to do it by word of mouth, because

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why should I come to the Board at 39,000 a year,

23

when, as a two-year person, an Associate Degree

24

nurse, can make 60 to 62,000 a year. And, that's

25

why we have a problem with recruitment.

1  
2 Another thing is we train our  
3 students at Jacobi Hospital, which is a City  
4 hospital. When they finish, there are no jobs  
5 available. But, what we are doing is, we are  
6 training them, we are preparing them and most of  
7 them do stay in nursing. And, my emphasis is on  
8 broadening their scope so that they will be  
9 successful if they go on to nursing. But, I do  
10 focus on the academics, as well as the hands-on.  
11 And, they do anything that a nurse does except  
12 they don't give meds and they don't chart. And,  
13 we do use the computers in the classroom setting.  
14 And, they do have to do specific work that is  
15 different from what they would do in a regular  
16 classroom. Every week, they have to submit data  
17 on their client. And, they have to do a certain  
18 format for that. So, when they do go into the  
19 hospital, they get a well-rounded view as to  
20 patient care and what to look for.

21 To cite an instance, one of my  
22 students noticed that a patient was different from  
23 the day before. And, she was aware of it. When  
24 she brought it to my attention, the woman was a  
25 diabetic and her sugar was off the chart. Now,

1  
2 just to say oh, come in, wash the patient and  
3 that's it, that's not our focus. Our focus is the  
4 whole person.

5 And, as I said before, we need more  
6 upgraded materials for our lab. And, there should  
7 be some kind of way that we can get teachers to  
8 come in because we start off, I myself am a  
9 Bachelor's prepared nurse with two Masters. And,  
10 in order to come into the Board, you can come in  
11 with a Bachelor's, but then you have to work on  
12 getting that Master's. And, sometimes it's  
13 difficult. And, money, of course, is an issue.  
14 Thank you.

15 CHAIRPERSON JACKSON: Thank you for  
16 coming in. And, we'll look forward to questions  
17 and answers. And, next, we're going to hear from  
18 Leonard Bradley, a teacher at Automotive High  
19 School. Mr. Bradley.

20 LEONARD BRADLEY: Thank you,  
21 Council--

22 CHAIRPERSON JACKSON: Pull the mic  
23 up, please, if you don't mind. Go ahead.

24 LEONARD BRADLEY: Thank you,  
25 Council, for allowing me the opportunity to speak

1  
2 today. I'm a product of New York City CTE  
3 schools. I graduated from Automotive High School  
4 in Brooklyn. I then entered the SVA program and  
5 it's a program that was designed for high school  
6 students that graduated from CTE schools that had  
7 a desire to teach in the automotive industry.

8 I have been teaching now, this is  
9 my 14<sup>th</sup> year. During that time, from being a  
10 student and actually teaching now, I've noticed a  
11 drastic change in the CTE world. The support, as  
12 far as the financial support and retrieving  
13 information to the schools, for a long time has  
14 been a very stressful option. We haven't been  
15 given the full frontal—sorry. We haven't been  
16 given the full frontal opportunities in order to  
17 receive certain materials. Also, we've also had a  
18 problem when it comes to grading and assessment,  
19 as far as us being looked upon as a school across  
20 the Board and comparing us to non-CTE schools in  
21 reference to their graduation rates. We have a  
22 school where there's 24% special ed students,  
23 which makes it quite a challenge getting them the  
24 academic as well as the CTE portion due to the  
25 challenges that they face.



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So, they want us to improve and to train the students. And, they're not giving us enough support. And, recently, they gave us a F, as far as our grade. And, they didn't take the time to actually look and see the work that we do with our children and with our staff. They want us to improve. But, they took space away from us and they put another school inside of our school. So, they're not giving us the tools that we need to expand to improve.

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And, actuality, the timeframe of the three to five-year I was hearing that you all were speaking about before, I think is excellent if we all work together, especially with industry, and keep that correlation really tight, because DOE and just the City Council, we can't do it by ourselves. We have to include all aspects. Thank you.

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CHAIRPERSON JACKSON: Let me thank you for coming in as a teacher who's actually in the school system, both of you. And, I have a lot of questions. But, I can probably ask you questions for an hour. But, I'm not going to do that and I think that we will clearly follow up.

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2 As you heard, you may have been sitting here  
3 earlier, we're going to have another Oversight  
4 hearing a year from now and find out exactly where  
5 we are.

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But, let me just turn to both  
teachers, as far as equipment and technology.  
You're saying that you don't have the equipment  
for--

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LINDA PATRON: What I mean by that  
is this. I also teach for Borough Manhattan  
Community College--

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CHAIRPERSON JACKSON: Okay.

LINDA PATRON: --Clinical. And,  
what I do for my nurse assist students is the  
theory as well as clinical. Now, yes, we have a  
bed there. And, yes, we have a scale. But, in  
the hospitals, they've upgraded. The beds are  
different. The scales are different. When you go  
to your doctor's office, that standup scale, we  
don't use that in the hospital anymore. We don't  
even use thermometers anymore. I can take your  
blood pressure, find out how much oxygen you have  
in your blood, find out your heart rate, find out  
the difference between the top number and the

1

2 lower number, which is indicative of a problem if  
3 it's too wide a range, I don't have that at  
4 school. I can tell my students and when we go in  
5 to the clinical area, I can show them. But, most  
6 of our kids are visual learners.

7

CHAIRPERSON JACKSON: Hmm.

8

LINDA PATRON: Once you show them  
9 what to do and you go through it, they can do it.

10

CHAIRPERSON JACKSON: Oh, but, now  
11 with respects to your school, which is Dodge High  
12 School--

13

LINDA PATRON: Grace Dodge, yes.

14

CHAIRPERSON JACKSON: --you said  
15 you're a lead teacher in the nursing program.

16

LINDA PATRON: Yes.

17

CHAIRPERSON JACKSON: Okay.

18

LINDA PATRON: We have Billing and  
19 Coding, EMS, which is a new program.

20

CHAIRPERSON JACKSON: EMS?

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LINDA PATRON: Yes, they're  
22 teaching the kids how to--

23

CHAIRPERSON JACKSON: Is that  
24 emergency management--

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LINDA PATRON: Yes.

1

CHAIRPERSON JACKSON: --services?

2

LINDA PATRON: Yes.

3

CHAIRPERSON JACKSON: Okay. Go

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ahead.

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LINDA PATRON: We have Billing and  
Coding and we have Vision.

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7

CHAIRPERSON JACKSON: Vision?

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LINDA PATRON: Yes. They're  
learning how to make eyeglasses.

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10

CHAIRPERSON JACKSON: I'm sorry,  
say that again.

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12

LINDA PATRON: They're learning how  
to make eyeglasses.

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14

CHAIRPERSON JACKSON: Okay. Very  
good. Okay.

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16

LINDA PATRON: But, we have  
different things that the students can be involved  
in, because, let's face it, not everybody wants to  
wash an adult.

17

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19

20

CHAIRPERSON JACKSON: Right.

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LINDA PATRON: So, we give them  
options.

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CHAIRPERSON JACKSON: Okay. So, as  
far as, in your opinion, if you have an opinion,

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2 how much money, as far as resources, would it take  
3 to upgrade the equipment in those three areas that  
4 the school focuses on? And, is that a one-shot  
5 deal? Or, is it, for example, like every two to  
6 three years when technology changes?

7

8

LINDA PATRON: Technically, I work  
at Bellevue. That is--

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10

CHAIRPERSON JACKSON: Can you pull  
your mic up just a little closer, please?

11

12

LINDA PATRON: I work at Bellevue.  
Bellevue Hospital--

13

CHAIRPERSON JACKSON: Yeah.

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21

LINDA PATRON: -- - - Medical  
Center and I also work at Jacobi, which those are  
both two City hospitals. Every five to seven  
years, they upgrade their equipment. And, that  
would be apropos. The other thing is this. When  
they do the ordering, most times, especially for  
big items, they don't consult with us. These are  
not--

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23

CHAIRPERSON JACKSON: You mean DOE  
does not consult with the--

24

25

LINDA PATRON: My administrators  
don't consult with us.

1

CHAIRPERSON JACKSON: Okay.

2

LINDA PATRON: They're not nurses.

3

They don't know what we need.

4

CHAIRPERSON JACKSON: Right.

5

LINDA PATRON: We should have some

6

kind of input.

7

CHAIRPERSON JACKSON: Without a

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doubt.

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LINDA PATRON: Thank you.

10

CHAIRPERSON JACKSON: That's

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without a doubt because you are the one that is

12

implementing the programs. And, you talked about

13

earlier, as far as, you know--my niece is a

14

registered nurse. And, she works at Harlem

15

Hospital.

16

LINDA PATRON: Okay.

17

CHAIRPERSON JACKSON: And, she was

18

a nurses aide initially.

19

LINDA PATRON: Yes.

20

CHAIRPERSON JACKSON: Then, she

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became a practical nurse.

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LINDA PATRON: Yes. Those are--

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CHAIRPERSON JACKSON: And, she went

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to Bronx Community College--

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LINDA PATRON: Yes, so did I.

CHAIRPERSON JACKSON: --and got Associate's Degree.

LINDA PATRON: Okay.

CHAIRPERSON JACKSON: She took the State-certified exam for a--

LINDA PATRON: No. For the nurses, it's licensing exam.

CHAIRPERSON JACKSON: Yeah, she took the licensing exam.

LINDA PATRON: Um, hm.

CHAIRPERSON JACKSON: I'm sorry. And, she is a certified nurse. She's a licensed nurse.

LINDA PATRON: She's a licensed registered--

CHAIRPERSON JACKSON: Licensed nurse.

LINDA PATRON: --nurse.

CHAIRPERSON JACKSON: Registered nurse. And, she started off, and this is no more than two years ago, started off \$62,000, not including overtime--

LINDA PATRON: Exactly.

1

CHAIRPERSON JACKSON: --not

2

including night differential.

3

LINDA PATRON: Exactly.

4

CHAIRPERSON JACKSON: And so--

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LINDA PATRON: Exactly.

6

CHAIRPERSON JACKSON: And, she

7

wants to continue to pursue it to get, I guess a

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Master's Degree and what have you, a Bachelor's

9

Degree and a Master's Degree in nursing. But, she

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is on her way to, I guess, making sure that she

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has a career. She can take that career and go

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anywhere in the world.

13

LINDA PATRON: You can take it to

14

the bank.

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CHAIRPERSON JACKSON: Take it to

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the bank.

17

LINDA PATRON: What I do with my

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students, as well as my adult students, for those

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who are--now, here's a difference. Maybe I can

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make this a little clearer. I have high school

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students. When they complete their course of

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study with me, a lot of them do go into the two-

23

year programs or the four-year programs. When

24

they finish, and I impress upon this, it's not

25



1  
2 written in stone that you stay in nursing. But,  
3 nursing is money in your pocket. I guarantee you  
4 those 32,000 people who lost their jobs with the  
5 fallout on Wall Street, at least 5,000 of them  
6 come into the health careers area.

7 CHAIRPERSON JACKSON: Health  
8 careers, okay.

9 LINDA PATRON: Because you can  
10 always get a job. Point in fact, until the  
11 problems in the Middle East, nurses used to go to  
12 Saudi Arabia, work a year, make the same salaries  
13 they made here in the United States, as long as  
14 they didn't come back, tax-free. And, I know  
15 several who did this. When they came back, they  
16 built their homes. I tell my students, if you  
17 just get that two years, if nothing else, it's the  
18 springboard and I know it happens, because I've  
19 met them in my years of practice, doctors who were  
20 nurses first. They became doctors. They became  
21 engineers. It's about paying for that education.

22 CHAIRPERSON JACKSON: Now but,  
23 you're saying for recruitment, the teachers only  
24 come in at a teacher's salary. There's not a  
25 differential in order to have someone that's a

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2 professional in the field, a nurse, you know, as  
3 you indicated, you can go out starting, with no  
4 experience, earning 62 to 65,000--

5

LINDA PATRON: Exactly.

6

7 not including overtime and night differential.

8

LINDA PATRON: Exactly.

9

10 coming in to the DOE--

11

12 must have a Bachelors.

13

14 Bachelors.

15

16 started, I came in, at that time, I was making  
17 50,000 year. I took a \$25,000 pay cut.

18

CHAIRPERSON JACKSON: Pay cut.

19

20 to December, my salary went up \$5,000 because I  
21 had my two Masters from Teacher's College. Now,  
22 someone else coming in without a Masters--

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CHAIRPERSON JACKSON: Right.

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25 them a longer time.

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CHAIRPERSON JACKSON: And, DOE requires that they get a Masters within, what, five years?

LINDA PATRON: I think it's less than that now. I'm not sure. So, don't quote me on that.

CHAIRPERSON JACKSON: Okay. Okay.

LINDA PATRON: But, in order for you to become certified, you must have a Masters.

CHAIRPERSON JACKSON: Right.

LINDA PATRON: But, not only must you must have a Masters, but they have ordered these other little rinky-dink classes that you have to take before--

CHAIRPERSON JACKSON: Rinky-dink classes, meaning nonsense classes? That's what you're basically saying to me when you say rinky-dink.

LINDA PATRON: Yeah. I'm under--

CHAIRPERSON JACKSON: And, it's okay to say that from a practical point of view. We don't want to say they're good classes when they're really not good.

LINDA PATRON: No, here's what I'm

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talking about. We have to take a class on abuse.

CHAIRPERSON JACKSON: On what?

LINDA PATRON: Abuse.

CHAIRPERSON JACKSON: Abuse.

LINDA PATRON: Yes.

CHAIRPERSON JACKSON: Okay.

LINDA PATRON: I can understand this, yes. I'm a nurse working with my students. Within six months, I have my students for two years, within six months, I know them in and out.

CHAIRPERSON JACKSON: Hmm.

LINDA PATRON: They can't tell me, like I told them, for instance, if you're not in class for an exam, you lose five points off that grade. You bring me a note, I don't want your mother to write a note and say oh, she had a headache. She had a stomachache. When, you're an adult and you have to pay rent, you go to work. You take aspirin or whatever and you go to work. If it's a doctor's note, a lawyer's note, a dentist, that's acceptable. I'm trying also to teach them responsibility.

CHAIRPERSON JACKSON: How long have you been teaching now?

1  
2 LINDA PATRON: I've been teaching  
3 about 22 years.

4 CHAIRPERSON JACKSON: Good. Well,  
5 let me thank you for--

6 LINDA PATRON: And, I started in  
7 nursing when I was 17.

8 CHAIRPERSON JACKSON: Well, let me  
9 thank you for being a teacher and I guess a role  
10 model for our students.

11 LINDA PATRON: I love my job.

12 CHAIRPERSON JACKSON: That's good.  
13 Let me ask you a question, sir, Mr. Bradley. Is  
14 Automotive High School, is equipment of the latest  
15 technology in the automobile industry as we speak  
16 today?

17 LEONARD BRADLEY: Not 100%.

18 CHAIRPERSON JACKSON: How old is  
19 it?

20 LEONARD BRADLEY: In various shops,  
21 we have several shops in the area. We have  
22 transmissions. We have engines. We have  
23 autobody. We have welding. Certain areas are a  
24 little more advanced than others, especially for,  
25 I would say, engines because they had

1  
2 contributions that were partnership with Mercedes,  
3 Toyota, Chrysler. These companies actually came  
4 in. They gave us several upgraded donations.  
5 But, as far as the transmission shops, the welding  
6 shops, we're in desperate need of support.

7 CHAIRPERSON JACKSON: Well, I know  
8 that, in today's technology, they hook everything  
9 up to a computer now.

10 LEONARD BRADLEY: Correct.

11 CHAIRPERSON JACKSON: So, do you  
12 have that, the latest technology, I mean, where  
13 kids will be able to analyze what's wrong with the  
14 engine, whether it's getting enough air or the,  
15 you know, intake and, you know, all of that stuff  
16 that I don't really know about? But, I know that,  
17 you know, I know when a car is running right.  
18 And, I know when a light comes on it says that it  
19 has to take it in. And, you guys hook it up, like  
20 to machines and it says okay, this is wrong and  
21 that is wrong. Do you have all of that equipment  
22 because that's the technology that our children  
23 are going to be working on?

24 LEONARD BRADLEY: The technology  
25 that you're talking about is called the Solis.

1

CHAIRPERSON JACKSON: The what?

2

LEONARD BRADLEY: Solis.

3

CHAIRPERSON JACKSON: Solis.

4

LEONARD BRADLEY: Solis, the Snapon

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Solis scanner. And, in the entire Automotive

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Department, we only have one.

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CHAIRPERSON JACKSON: One.

8

Ideally, if you had your way, would all of the

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shops be equipped with that and with other

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equipment? I would assume the answer is yes.

11

LEONARD BRADLEY: Yes.

12

CHAIRPERSON JACKSON: Because

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that's really what, you know, even in the local

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autobody shops, I mean not autobody, auto mechanic

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shops, they have the computers and everything.

16

LEONARD BRADLEY: Yes.

17

CHAIRPERSON JACKSON: And, not even

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talking about the huge, I guess, you know,

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manufacturers, where you go into Chrysler or

20

General Motors or Volvo or whatever the situation

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is, how much money would it take in order to

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ensure that, for example, Automotive High School,

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if you have an opinion, to be upgraded to where

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you, as a professional in there, all of the shops

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2 would be at the level where they should be today,  
3 if you have an opinion?

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LEONARD BRADLEY: Roughly, knowing  
the cost of the scanners and some of the upgrade  
equipment and also getting more modern vehicles  
for the students to actually work on, anywhere  
between three and five million.

9

10

CHAIRPERSON JACKSON: Three to five  
million.

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LEONARD BRADLEY: Yes.

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CHAIRPERSON JACKSON: And, how  
often do you think they'd need to be upgraded?  
Every three years? Five years?

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LEONARD BRADLEY: Every two years.

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CHAIRPERSON JACKSON: Every two  
years. Okay. So, it's a continuous reinvestment  
in equipment and technology so that the students  
coming out will be able to work—and you said some  
of the automobiles, you mean, automobiles, you  
don't have new automobiles to work on?

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LEONARD BRADLEY: No, sir.

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CHAIRPERSON JACKSON: What, you  
have 1950 Ford or what?

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LEONARD BRADLEY: No, not that old.



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But, we have vehicles that are basically within a ten-year timeframe--

CHAIRPERSON JACKSON: Okay.

LEONARD BRADLEY: --which the basic fundamentals, yes, they can get. But, like you said, the technology changes every day.

CHAIRPERSON JACKSON: Okay.

LEONARD BRADLEY: And, even with the Solis, like with the Snapon hand tools, each vehicle has its own cartridge. With the cartridge, you have to--it's not a general procedure that you use or interface with vehicles. Each vehicle has its own cartridge. One has one for Honda, Toyota, Nissan, BMW. Everyone has their own. So, every year, they have new trouble codes that come out with the new technology that they bring forth for their vehicles.

CHAIRPERSON JACKSON: And, do they send you one of those every year?

LEONARD BRADLEY: If you pay for it.

CHAIRPERSON JACKSON: Oh, they don't send you one just gratis, I mean, saying here?

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LEONARD BRADLEY: No.

2

CHAIRPERSON JACKSON: No, okay.

3

LEONARD BRADLEY: And, to upgrade,

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you're looking at anywhere between five to \$15,000  
per cartridge.

5

6

CHAIRPERSON JACKSON: Per

7

cartridge.

8

LEONARD BRADLEY: Per cartridge.

9

CHAIRPERSON JACKSON: Okay. Well,

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let me thank you. Let me turn to the student,

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Naomi, with respects to—you heard one of your

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teachers talk about the equipment there. I ask

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you as far as have you worked on any cars out in

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the street, outside of school? And, as far as,

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you know, do you have the experience yet to work

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on, to fix some cars that people may have problems

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with since they know you go to Automotive High

18

School?

19

NAOMI SAEZ: Yeah, I can fix some

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cars. I don't do it, like, outside of school.

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CHAIRPERSON JACKSON: Um, hm.

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NAOMI SAEZ: But, yeah, I have some

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skills on it already.

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CHAIRPERSON JACKSON: What do you

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think about, overall, the type of education you're receiving in school knowing that, you know, some of the equipment is old and some of the cars are old, but, you know, one shop has the latest technology? Do you have an opinion about that as far as the education you're receiving? But, also, any opinions about what was said here earlier by some of the representatives at the Department of Education?

NAOMI SAEZ: What I can say is that we should have upgraded technology, because in, like my teacher said, technology updates every day, you know. It's changing. What I can say is having that one shop that is, like, fully, like, up to date, is kind of, like, wow and, like, that's mostly for seniors, also, that work on that shop.

CHAIRPERSON JACKSON: You mean, as you're a junior, you don't get to work--

NAOMI SAEZ: Yeah.

CHAIRPERSON JACKSON: --on that until you're a senior?

NAOMI SAEZ: No, not yet.

CHAIRPERSON JACKSON: Why is that?

1  
2 NAOMI SAEZ: Because, like, every  
3 year, you get a different type of class.

4 CHAIRPERSON JACKSON: Okay.

5 NAOMI SAEZ: Like, right now, I'm  
6 working on engines.

7 CHAIRPERSON JACKSON: Okay.

8 NAOMI SAEZ: So, I'm, like, tearing  
9 up a engine and putting it back together, showing  
10 the parts and stuff like that. Doing all that.

11 CHAIRPERSON JACKSON: What about  
12 academics point of view?

13 NAOMI SAEZ: Academic?

14 CHAIRPERSON JACKSON: How are you  
15 doing academically, because we've heard that CTEs,  
16 you must meet all of the academic criteria? But,  
17 besides that, you must meet the industrial  
18 certification, I guess, and 10 to 18 credits in a  
19 certain area.

20 NAOMI SAEZ: Academic is good. I'm  
21 learning what I can know about it.

22 CHAIRPERSON JACKSON: And, you're  
23 taking Regents exams?

24 NAOMI SAEZ: Yes. I have taken I  
25 think about five already.

1  
2 CHAIRPERSON JACKSON: Okay. So, do  
3 you feel you're getting, overall, a good education  
4 at Automotive High School?

5 NAOMI SAEZ: Yes.

6 CHAIRPERSON JACKSON: You do? So,  
7 when you graduate, not in June of—you're expected  
8 to graduate in June of 2010. Is that correct?

9 NAOMI SAEZ: Yes.

10 CHAIRPERSON JACKSON: You think  
11 you'd be ready?

12 NAOMI SAEZ: Yeah.

13 CHAIRPERSON JACKSON: Ready for  
14 what?

15 NAOMI SAEZ: I'm ready to start  
16 college.

17 CHAIRPERSON JACKSON: Um, hm. And,  
18 what college, if any, are you looking at?

19 NAOMI SAEZ: I'm looking at  
20 Motorcycle Mechanics Institute.

21 CHAIRPERSON JACKSON: Uh, huh,  
22 because you love cars, huh?

23 NAOMI SAEZ: Yes.

24 CHAIRPERSON JACKSON: Good. Well,  
25 thank you for coming in.

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2 NAOMI SAEZ: Thank you.

2

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CHAIRPERSON JACKSON: And, Kim,

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overall, as far as, what about the high number of

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children with special needs and 24% with IEPs, I

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mean, have you had any experience as far as

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overall, whether or not their integration into CTE

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programs or the lack thereof and/or CTE schools

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not following IEP, Individual Educational Plans?

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KIM SWEET: Yeah, I mean--

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CHAIRPERSON JACKSON: Can you pull

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the mic up and just comment on that if you don't

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mind?

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KIM SWEET: Yeah. It's okay. We

15

see a couple different things. One is that

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sometimes it's a challenge for the students we

17

work with who have special needs to get the

18

support they need at the CTE schools because just

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a time situation, you know, they need all these

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credits to work towards the Regents and things

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like that. And then, they also need remediation.

22

And, sometimes they need it pretty intensively.

23

So, that can be difficult for them to really

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benefit from these programs. But also, I just

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think historically, and I think the DOE testified

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2 a little about this, is historically, these  
3 programs sometimes have ended up with such a high  
4 percentage of kids with special needs because  
5 they've been considered somewhat of a dumping  
6 ground. And, I think what we hope to see in this  
7 overhaul is sort of a look at truly inclusive  
8 programs that have populations representative of  
9 the entire school population and that really  
10 includes these kids in a meaningful way and  
11 doesn't just send them there if they don't want to  
12 go.

13

CHAIRPERSON JACKSON: But, I would  
14 think, overall, considering, okay, if CTE schools  
15 and programs have a higher percentage of children  
16 with IEPs and also, overall, sent, you know, most  
17 of the schools, when you're talking about career  
18 and technical education, is more hands-on and  
19 learning from that process that the  
20 teacher/student ratio should be much less. And,  
21 the amount of resources should be a lot more  
22 considering the fact that, as one teacher that I  
23 quoted in my opening statement, I think she said  
24 what percentage came in—I think she said that "Of  
25 our 400 freshmen, 86% were reading at least four

1  
2 grades below the ninth grade level." So, there's  
3 so much work to be done and you need that much  
4 more help, as far as, you know, staffing in order  
5 to bring the children up to the level where  
6 they're supposed to be in order to move forward to  
7 get, you know, a high school education that  
8 everyone can be proud of.

9 KIM SWEET: I definitely agree with  
10 that. And, we've been advocating to the  
11 Department of Ed that, you know, while we think  
12 it's great that, in this particular programmatic  
13 overhaul, as opposed to others, they actually had  
14 stated the intention to include this population.  
15 It's not going to happen easy, you know. It takes  
16 resources and training and people and money to do  
17 it right. So, we're hoping that they come up to  
18 the plate and give it the resources it deserves.

19 CHAIRPERSON JACKSON: Yeah. My  
20 colleague, Oliver Koppell had one or two  
21 questions. Oliver.

22 G. OLIVER KOPPELL: Yes. I  
23 apologize that I had to go out for a little while.  
24 But, a couple of things. First of all, I want to  
25 compliment Naomi, is it, for coming today. I



1

2 think it's a very courageous thing to sit and  
3 testify. For us, we're here every day. But, for  
4 someone like yourself, I think you deserve a lot  
5 of credit.

6 CHAIRPERSON JACKSON: Um, hm.

7 G. OLIVER KOPPELL: I was just  
8 curious, you talked about how proud you are that,  
9 you know, that you, as a female, are in this area  
10 that men have dominated and maybe still dominate.  
11 Do you find that, at the high school, that you are  
12 welcome?

13 NAOMI SAEZ: Yeah.

14 G. OLIVER KOPPELL: So, you don't  
15 feel there's any discrimination--

16 NAOMI SAEZ: No.

17 G. OLIVER KOPPELL: --against you?

18 NAOMI SAEZ: Not at all.

19 G. OLIVER KOPPELL: Are there other  
20 young ladies who--

21 NAOMI SAEZ: Yes.

22 G. OLIVER KOPPELL: --are in the  
23 program?

24 NAOMI SAEZ: Yeah.

25 G. OLIVER KOPPELL: Well, that's

1  
2 good to hear. That's good to hear. Again, thank  
3 you for coming.

4 NAOMI SAEZ: Thank you.

5 G. OLIVER KOPPELL: I'd like to ask  
6 the nursing instructor--

7 LINDA PATRON: Yes.

8 G. OLIVER KOPPELL: --part of your  
9 testimony, as I recall it, you said that it was  
10 difficult for some of your graduates to get jobs.  
11 Is that--

12 LINDA PATRON: Yes, that is a  
13 problem.

14 G. OLIVER KOPPELL: And, yet, there  
15 seems to be such a need for nurses. So, I don't  
16 understand why that is so.

17 LINDA PATRON: Here's the--

18 G. OLIVER KOPPELL: Why it's hard  
19 for your graduates to get jobs.

20 LINDA PATRON: Here's the  
21 distinction. The nursing assistant delivers hand-  
22 on care. The nurse administers medication, does  
23 the assessment. The nurse oversees the activities  
24 of the nursing assistant. They do the scut work.  
25 They are the eyes and ears of the nurses.

1  
2                   When you come in to the hospital,  
3 and most of us, I'm sure, have had at least one  
4 hospitalization, the person that comes in--the  
5 dietary aide brings you your tray. If you can't  
6 feed yourself, it's the nursing assistant that  
7 helps you eat. It's the nursing assistant that  
8 does the primary hands-on care. The nursing  
9 assistant does not give IMs, does not monitor IVs.  
10 In hospitals, certain hospitals, they will give  
11 them upgrade their skills. But, they're basic  
12 skills are hands-on. And, they get a few extra  
13 dollars. And, it frees up the nurse.

14                   But, as I tell nurses assistants  
15 that I come in contact with, why are you doing  
16 this, especially young ones. I said in ten years,  
17 you're going to turn around and you're going to  
18 hate your job, they're capitalizing on your skills  
19 and the fact that you're bright enough to learn  
20 how to do an EKG. You're bright enough to learn  
21 how to start an IV. But, where can you take it?  
22 It's only good in that facility.

23                   The unions, thank God, 1199  
24 especially, they have set up liaisons with, for  
25 instance, Borough Manhattan Community College.

1  
2 They have a work study group with them so the  
3 nurse's aides can go on and pursue that RN. And,  
4 I advocate to those women and men, a lot of men  
5 are coming into nursing, it's a great field for  
6 men.

7 G. OLIVER KOPPELL: Yeah, but I  
8 understand what you're saying. But, you indicated  
9 they have a very, the nurse's aides have an  
10 important function to perform.

11 LINDA PATRON: Yes.

12 G. OLIVER KOPPELL: So, why is it  
13 that the jobs are not there for them?

14 LINDA PATRON: They're not hiring.  
15 Health and hospitals now has a hiring freeze on.  
16 They make do with what they have.

17 G. OLIVER KOPPELL: But, you said  
18 that, though the nurse's aides are not in demand,  
19 the nurses are in demand.

20 LINDA PATRON: Yes.

21 G. OLIVER KOPPELL: So, maybe your  
22 program should be pointed at providing the  
23 preliminary training for the men and women who  
24 want to become nurses so that you can't provide  
25 them the full curriculum. But, you'll provide

1  
2 them with the background so they can go on to a  
3 college to get the additional training.

4 LINDA PATRON: That's what I do.

5 G. OLIVER KOPPELL: So, is--

6 LINDA PATRON: That's what I do.

7 G. OLIVER KOPPELL: So, your  
8 curriculum then should shift, not you  
9 particularly, but the school curriculum should  
10 shift to get people prepared for the full nursing  
11 job, not the nursing aide job.

12 LINDA PATRON: That's what I do.

13 That's what I do.

14 G. OLIVER KOPPELL: Okay. So,  
15 that's good.

16 LINDA PATRON: They get the  
17 academics because they graduate with what we call  
18 academic diplomas. They take their Regents. They  
19 get Regents diplomas.

20 G. OLIVER KOPPELL: So, what you do  
21 is you are taking these young people and putting  
22 them on a path where they will get a job?

23 LINDA PATRON: Oh, yes, most  
24 assuredly.

25 G. OLIVER KOPPELL: Okay. So, I

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was concerned because I was afraid you were training people to be nurse's aides and then they can't get a job.

LINDA PATRON: No. I'm training them so that when they do go to school, they can start at \$10 an hour and help pay for that education.

G. OLIVER KOPPELL: Okay. Good.

LINDA PATRON: Columbia is \$1,000 a credit for Teacher's College. City University--

G. OLIVER KOPPELL: I hear what you're saying. But, maybe we should provide, you know, subsidies. The irony is that you're bringing people into a profession that ultimately provides a very high level of compensation. So, we should encourage more people to come in to that--

LINDA PATRON: Exactly.

G. OLIVER KOPPELL: --job.

LINDA PATRON: But, don't forget, the State mandates you can only have ten students to one instructor. And, that's a big drawback. We just now got a new person onboard. And, I'm mentoring her.

1  
2 G. OLIVER KOPPELL: Well, we  
3 should, as far as I'm concerned, we should make it  
4 a priority, Mr. Chairman, that our education  
5 system encourages young people to go into the  
6 nursing field in a productive way, not to go into  
7 the nursing field to become nurse's aides when  
8 there are no jobs. But, to go into the nursing  
9 field to become nurses where there are lots of  
10 jobs, where we're bringing people from the  
11 Philippines and from India and other places  
12 because we can't get enough people here, which  
13 doesn't make any sense.

14 LINDA PATRON: Excuse me, sir.  
15 But, the problem is you have to have enough  
16 teachers.

17 G. OLIVER KOPPELL: But, this is  
18 the--

19 LINDA PATRON: And, you don't--

20 G. OLIVER KOPPELL: --major, I  
21 understand. This is a major roadblock because you  
22 can make more money practicing the profession than  
23 teaching.

24 LINDA PATRON: Exactly.

25 CHAIRPERSON JACKSON: Right.

1

2 G. OLIVER KOPPELL: Yeah.

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CHAIRPERSON JACKSON: That's a  
4 major roadblock.

4

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G. OLIVER KOPPELL: And, I think we  
6 have to deal with that.

6

7

LINDA PATRON: And, bear in mind,  
8 colleges are having the same problems.

8

9

G. OLIVER KOPPELL: Right.

10

LINDA PATRON: They can't get  
11 enough nursing instructors.

11

12

G. OLIVER KOPPELL: Yeah. I've been  
13 talking about this for several years now. And,  
14 that is a key problem. But, maybe we have to  
15 change our salary structure, Mr. Chairman, in this  
16 area--

16

17

CHAIRPERSON JACKSON: Hmm.

18

G. OLIVER KOPPELL: --because we're  
19 not getting the instructors. And, it's a crazy, I  
20 use that word advisedly, but it doesn't make any  
21 sense that we have these high-paying jobs and we  
22 don't fill them with people from this City.

22

23

CHAIRPERSON JACKSON: I agree.

24

G. OLIVER KOPPELL: Thank you.

25

CHAIRPERSON JACKSON: Thank you all



1

2 for coming in.

3 LINDA PATRON: Thank you.

4 CHAIRPERSON JACKSON: We appreciate  
5 your testimony.

6 LINDA PATRON: Thank you.

7 LEONARD BRADLEY: Thank you.

8 CHAIRPERSON JACKSON: And next,  
9 we're going to hear from Jack Powers, from Graphic  
10 Arts Education Commission. I can't read that, I'm  
11 sorry. David Fischer, Center for an Urban Future,  
12 and, Michelle Yanche, Neighborhood Family Services  
13 Coalition. Is Michelle here? Okay. And,  
14 Francoise Jacobson, the Legal Momentum, Irasema  
15 Garza, please come forward, please. Jack?

16 JACK POWERS: Hello.

17 CHAIRPERSON JACKSON: Good afternoon.  
18 Identify yourself and you may begin.19 JACK POWERS: You bet. Thank you  
20 very much.

21 CHAIRPERSON JACKSON: You're welcome.

22 JACK POWERS: Good afternoon,  
23 Chairman Jackson. Thank you for the opportunity to  
24 speak in front of the Committee. As usual,  
25 industry, the people with the jobs, goes last after  
26 all the brass has left. But, I'm pleased to be here

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today to talk about this--

CHAIRPERSON JACKSON: Last, but not least.

JACK POWERS: --about education. My name's Jack Powers. I'm an industry volunteer and I'm the Vice Chairman of the Graphic Arts Educational Advisory Commission. This is part of the Advisory Council for Technical Education. Stanley Schair, our Chairman, couldn't be here today. And, I'm sort of filling in for him.

CTE has gotten a lot of good press in the last couple years. Attention from this Council and the Mayor's Task Force have documented the power of the simple idea behind CTE, teach kids practical, useful, marketable skills and they'll become motivated learners and engaged citizens pursuing rewarding careers in the world of work.

New York City has a venerable tradition of educating its technical workforce, and last century's Voc Tech programs have evolved into technical education for the Digital Age. An important part of that evolution is the partnerships between industry and schools. And, I want to speak to the role of industry in

1  
2 supporting CTE, now and in the future. The Task  
3 Force recommendations are commendable, but they  
4 have to be translated into effective action, as  
5 many people have said here today. On the business  
6 side, good execution is more important than  
7 careful theory and plans.

8 For decades, the Advisory Council  
9 for Career and Technical Education has been the  
10 primary focal point for business people getting  
11 involved with our schools. The Council is an all-  
12 volunteer group from industry, labor, non-profits  
13 and academia. It's important to note that, while  
14 we're focused on workforce development, we work in  
15 many different fields, from entrepreneurship and  
16 computer networking, from graphic arts to  
17 healthcare, from aviation to building trades to  
18 food and finance.

19 Through industry partnerships,  
20 listen to the things that we've been doing. Six-  
21 figure executives from big accounting firms teach  
22 classes in raising capital and writing business  
23 plans; award-winning designers are teaching  
24 teachers on the latest tools for creating digital  
25 libraries; top automotive engineers are explaining

1  
2 computerized diagnostics, as referred here today,  
3 and alternative fuel formulations; leading  
4 employers in the building trades have been  
5 reaching out to women and minorities to build a  
6 more diverse work place; college professors are  
7 judging contents in website development, digital  
8 video, catalog production and electronic imaging.  
9 The different programs we work with in CTE range  
10 from middle school and high school all the way to  
11 scholarships for college. And, in my field,  
12 graphics, we've just started offering scholarships  
13 for graduate students in graphic technologies.  
14 CTE is not the dumping ground. CTE is the  
15 springboard for careers, rewarding careers in  
16 technology.

17 Every industry segment, though, has  
18 its own way of doing things. And, here's our  
19 important point. There are hundreds of companies  
20 involved in this, big companies, small companies,  
21 manufacturers, retailers, service firms, big  
22 bureaucracies and little start-ups. Some have  
23 certifications and licenses in the 12th grade,  
24 others need apprenticeships and specialized  
25 training programs and Associates Degrees; still

1  
2 others require four years of college. They have  
3 different technology paths, different employment  
4 boom-and-bust cycles, different regulatory  
5 requirements. To use Mayor Dinkins' phrase, it's  
6 the beautiful mosaic of business in New York.

7           And, in bringing technology and  
8 industry together in the schools, one size, one  
9 approach does not fit all. The Department of  
10 Education does a good job of facilitating  
11 partnership opportunities with industry. We've  
12 heard before about Florence Jackson, who's a key  
13 point person in the Department of Education to  
14 bring businesses closely involved with schools.  
15 We've got some great ideas in teacher training and  
16 curriculum development in the new CTE plans. We  
17 need much more investment in terrific teachers,  
18 and, as we've heard here earlier, the equipment  
19 that helps things work.

20           At the Advisory Council, we've been  
21 discussing how we can improve our own best  
22 practices and expand our Commission structure into  
23 the under-served industry segment. As a citizen,  
24 as a parent, as an employer, I hope that all the  
25 ambitious good ideas about CTE that we hear today

1  
2 come to pass. We know CTE works and we know how  
3 important it is for the City. The industry  
4 volunteers work their hearts out for the kids.  
5 They're all big boosters of their industries and  
6 they want to make a difference. But, let's be  
7 sure we expand our public/private collaborations  
8 and bring all the parties together to make a  
9 difference. Thank you.

10 CHAIRPERSON JACKSON: Well, thank  
11 you, Mr. Powers, for coming in. And, I don't know  
12 if you were here in the beginning.

13 JACK POWERS: I was here.

14 CHAIRPERSON JACKSON: You heard all  
15 the testimony. So, I'm sure that you have some  
16 comments. And, I'll be glad to listen to them or  
17 you can write to me subsequently to this hearing  
18 and let me know. I do plan on, as the Chair of  
19 the Education Committee, having another hearing a  
20 year from now in order to make sure that we  
21 constantly stay focused on this particular matter.

22 JACK POWERS: Yeah, I was here a  
23 year ago. And, I'll be here a year from now.

24 CHAIRPERSON JACKSON: That's good.  
25 Michelle Yanche from Neighborhood Family Services

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Coalition.

MICHELLE YANCHE: Um, hm.

CHAIRPERSON JACKSON: I'm sorry.

I'm sorry. It was David Fischer from the Center for Urban Future. David.

DAVID FISCHER: Thank you. I'm David Fischer, the project director for workforce development and social policy at the Center for an Urban Future. The Center is a Manhattan-based non-partisan public policy think tank that conducts research on important issues concerning economic development, workforce development and social policy for New York City.

Earlier this year, I authored a report titled Schools to Work that examined the performance and potential of career and technical education as a programming direction to help the City produce better outcomes in both education and workforce development. I'm a workforce researcher by background. And, my interest in the subject first arose from the realization that the same content areas in which CTE programs are most heavily concentrated, information technology, healthcare, and construction, to name just three,

1  
2 are the same sectors of the economy where New York  
3 City is going to see a lot of job growth over the  
4 next decade. If these programs succeed, they can  
5 act as a strong pipeline into some of the City's  
6 most important jobs, replacing retiring Baby  
7 Boomers and assuring local employers access to a  
8 sizable pool of well-skilled workers.

9           But before CTE programs can serve a  
10 workforce function, they must fulfill their core  
11 academic mission. Our research, like the report  
12 card grades issued by the City to the CTE high  
13 schools last year that Councilman Felder referred  
14 to earlier, suggests mixed results in this regard.  
15 We have some standout, CTE high schools, some that  
16 score very poorly and the rest are in between.  
17 What City policymakers have to do now is identify  
18 why some schools are succeeding while others have  
19 failed, and to craft strategies to raise the  
20 performance of the lagging schools.

21           The Mayoral Task Force on CTE did  
22 what I thought was an excellent job of diagnosing  
23 the challenges confronting CTE in New York City.  
24 The concerns they identified include the lingering  
25 negative perception of career-prep programs,



1  
2 inadequate integration of academic and vocational  
3 materials within curricula, the scattershot and ad  
4 hoc nature of CTE schools' engagement with the  
5 private sector and the resource challenges facing  
6 schools that must maintain labs in which the  
7 facilities should bear some resemblance to state-  
8 of-the-art equipment, and members of the last  
9 Panel spoke about how far that ideal is from  
10 what's actually there.

11           Unfortunately, the Task Force is  
12 not nearly as strong when it comes to prescriptive  
13 measures to take on these challenges. To give one  
14 example, the Vision section of the report includes  
15 strong language around "integrating classroom  
16 instruction" of academic and vocational content.  
17 I was very glad to see this, given my own belief,  
18 based on interviews I conducted and surveying the  
19 national research, that education outcomes within  
20 CTE programs could be raised across the board by  
21 greater integration of traditional subjects and  
22 career-preparatory material.

23           But the report includes no action  
24 step to start schools down this road. A modest,  
25 but useful, first task would be to create an

1  
2 inventory of past and current efforts in each  
3 school to integrate curricula, simply to determine  
4 of there's a foundation we can build upon. The  
5 Task Force is similarly silent on specific answers  
6 to the question of how to ensure adequate funding  
7 for CTE programs. The final report calls upon  
8 policymakers to plan capital investments for long-  
9 term CTE alignment, but sets no guidelines in this  
10 area. Again, you've heard from previous speakers  
11 about how important the funding is and how much of  
12 a concern it is.

13           Again, I think a worthwhile first  
14 step would be to ask each school to submit an  
15 inventory of their capital stock and a self-  
16 assessment of their current and projected future  
17 needs. Basically, I think the problem with the  
18 Mayoral Task Force's final report is just that  
19 there aren't enough specifics called for and  
20 there's not a way to quantify the needs. I think  
21 the fact that you're talking about doing another  
22 Oversight hearing a year from now is going to be  
23 very helpful and I would, with all respect,  
24 suggest that you ask them as many specific  
25 questions as possible.

1  
2 Another example of this, which  
3 Council Member Liu got into was the fact that they  
4 simply don't know about outcomes for people after  
5 they leave CTE programs. This is a citywide  
6 problem. It's not limited to CTE. But,  
7 basically, all they know about what happens with  
8 students after they graduate is when they ask  
9 them, which is not, you know, a particularly  
10 rigorous way of getting at this information.

11 I guess, finally, and sort of along  
12 the same lines, the fact that this effort has been  
13 undertaken so late in the day for the Bloomberg  
14 Administration is really a concern for me, too.  
15 Perhaps some of the actions that we've talked  
16 about today will comprise part of the defined  
17 implementation strategy that the report calls for.  
18 But, there are less than sixteen months remaining  
19 in the Mayor's term and there's always a risk that  
20 next year these issues are going to get sort of  
21 swallowed up in the noise of the municipal  
22 elections and the larger question of mayoral  
23 control.

24 So, I'm glad that City Council's  
25 taken an interest in this area and I'm encouraged

1  
2 by the indication that you're going to continue to  
3 do so. Thank you.

4 CHAIRPERSON JACKSON: Well, let me  
5 thank you for coming in and issuing this report  
6 and your comments here. And, if you have  
7 additional comments and concerns, please get that  
8 to us so that clearly, as I indicated,  
9 approximately a year from now, we're going to have  
10 another Oversight hearing. So, I've made that  
11 loud and clear. It's important overall. So,  
12 thank you. Michelle Yanche, Neighborhood Family  
13 Services Coalition testifying for the Campaign for  
14 Tomorrow's Workforce?

15 MICHELLE YANCHE: Yes. Uh, huh.  
16 My name is Michelle Yanche. I'm the Director the  
17 Neighborhood Family Services Coalition. And, my  
18 organization, together with the United  
19 Neighborhood Houses and the Community Services  
20 Society, coordinates the Campaign for Tomorrow's  
21 Workforce, which is a coalition of organizations  
22 and leaders committed to envisioning, championing,  
23 and building a system to solve the crisis of  
24 disconnected young adults aged 16 to 24 who are  
25 not in school and not engaged in work. We thank

1  
2 you very much for holding this hearing on this  
3 important topic and providing the opportunity for  
4 testimony.

5 We believe that Career and  
6 Technical Education programs must be an important  
7 option for New York City youth, provided that they  
8 are high quality and have high expectations and,  
9 of course, have the resources to accomplish that.  
10 We do support the recommendations of the Mayoral  
11 Task Force on CTE Innovation, as we do all efforts  
12 to ensure that more of our young people have the  
13 opportunity to have a career-oriented education,  
14 which is increasingly important in our world.

15 We also want to ensure that this  
16 effort, as well as other efforts in secondary  
17 school reform, include both a preventative  
18 strategy to ensure that young people are  
19 successful in high school and don't fall off the  
20 track, as well as a recuperative strategy to make  
21 sure that there are opportunities for young people  
22 who have dropped out or who have come dangerously  
23 close to dropping out and have the ability to come  
24 back and have another chance at success.

25 We testified at the June 12<sup>th</sup>, 2008

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2 meeting of the Mayoral Task Force which was held  
3 at the Food and Finance High School. And, one of  
4 our recommendations was that the CTE plan would  
5 include a focus on reconnecting disconnected youth  
6 and to make sure that those opportunities included  
7 excellent academic opportunities, so that they  
8 could address their literacy skills, gain work  
9 experience and work skills, as well as have the  
10 social supports that they desperately need to be  
11 able to succeed and achieve.

12 We're very happy to see that the  
13 final report does include a recommendation for the  
14 development of a CTE/GED recuperative school  
15 program, which will be focused on providing those  
16 opportunities for disconnected youth and dropout  
17 recovery. We applaud this and hope that it's just  
18 really the very first of its kind. We are also  
19 very cognizant of the reality that we're very late  
20 in this Administration and we will be part of the  
21 effort to make sure that these very important  
22 initiatives are embraced by the next  
23 administration so that we don't lose steam.

24 Our primary recommendation is that  
25 in the development of this CTE/GED school, that we

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2 integrate the strategies that have proven to have  
3 such incredible traction with over-age and under-  
4 credited and former dropouts in the Multiple  
5 Pathways work, which, most importantly, includes  
6 excellent academics, the career development piece,  
7 as well as the supportive services that these  
8 young people need to be able to stay connected and  
9 do well. Those efforts, for example, in Multiple  
10 Pathways are graduating—over 80% of their  
11 graduates entered as Level One and Level Two  
12 students.

13 Finally, we encourage that, in  
14 addition, to these important efforts, we can  
15 create a similar innovation task force around GED  
16 programs so that we can make sure that all of  
17 those opportunities are equally able to provide  
18 success for disconnected and struggling students.  
19 Thank you.

20 CHAIRPERSON JACKSON: Thank you,  
21 Michelle. I'm sorry.

22 FRANCOISE JACOBSON: Close,  
23 Francoise Jacobson.

24

25 CHAIRPERSON JACKSON: Francoise

1

2 Jacobson, the Legal Momentum—what's the name of  
3 the pool?

4

FRANCOISE JACOBSON: Yes. My  
5 name's Francoise Jacobson. I'm here on behalf of  
6 Legal Momentum, which is the country's oldest  
7 legal advocacy organization that works on the  
8 rights of women and girls. And, on behalf of our  
9 President, Irasema Garza, who was unfortunately  
10 not able to join us today.

11

I specifically work with women in  
12 non-traditional fields both grown women and making  
13 sure that there's a pipeline of young women  
14 because this is a job where you can earn an  
15 economically sustainable wages. And, I think that  
16 in a country where women are 41% more likely to be  
17 poor and where female high school graduates make  
18 less than male high school graduates, that it's  
19 really important, while we're talking about this,  
20 the innovation and reforming CTE schools. I think  
21 I'm competing with a nice band down there.

22

MALE VOICE: It's halftime.

23

CHAIRPERSON JACKSON: You're not  
24 competing with the band. The band is trying to  
25 compete with you.



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FRANCOISE JACOBSON: Thank you.

That it's very important that we look at the history of sex segregation in the CTE schools because we must give girls an opportunity to get economically sustainable wages. And, I think that the Task Force recommendations are great, but they just don't go far enough.

That since 1982, when the State Education Department first found New York City's CTE school's in violation of Title IX's sex segregation provisions, that even though there have been efforts, that nothing has actually corrected that. For instance, the young woman from Automotive is one of 7% girls in that school, despite the fact that her principal has been working very hard to try and recruit more girls. But, she needs a systemic effort. And, that's one of the things that we're doing.

We're working with seven CTE schools, actually, six CTE schools and one District 79 school that has CTE programs, to try to show how you can develop and implement and sustain proper gender equity in non-traditional occupations. And, I think that there are tried

1  
2 and proven around the country, there's ways to  
3 really make sure that girls can be a part of this  
4 kind of effort. And, that includes building  
5 strong education, industry and community  
6 partnerships. Introducing students to role  
7 models, including professionals who have non-  
8 traditional careers, and giving hands-on  
9 opportunities for students, part of why I was  
10 helping Michael Mulgrew find women construction  
11 workers who would be willing to teach in the UFT  
12 schools when he was asking for that.

13           And then, the other thing is that  
14 we have to cultivate an institutional commitment  
15 to gender equity. And, that is part of why we  
16 would very much like to ask the City Council  
17 Oversight Committee to really look at the kinds of  
18 things that have to be done to institutionalize  
19 the girls and boys' participation in CTE schools  
20 and especially the CTE programs that are non-  
21 traditional for their gender, and to designate to  
22 help this, we need to have an office designated at  
23 the DOE that will monitor and report on school's  
24 progress in ending the sex segregation in the CTE  
25 schools, to require periodic training for

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administrative teachers and guidance counselors on the Title IX provisions in gender equity to make sure that you're not saying oh, you can't, like that Naomi, who wants to go onto college and to do more cars. There're many, many, many girls and women who want to do these kinds of jobs and are dissuaded from that because people don't even think that anybody like her would want to do that kind of thing.

So, we thank you very much for this opportunity to testify. We'd love to talk to you more about the kinds of things that we're doing with Pipeline schools or any of the other things that we're doing in the future.

CHAIRPERSON JACKSON: I want to thank all of you for coming in and giving testimony on behalf of your organizations. I just have one or two questions, if you don't mind. With respects to the Legal Momentum program, did you testify, or did your organization testify at the hearings held by the Mayoral Task Force?

FRANCOISE JACOBSON: Yes, we absolutely did. Not only did we do that, but we, at the very beginning as the Task Force was

1  
2 forming, we gave them a briefing paper on the  
3 gender equity issues in the CTE schools. And  
4 then, we also testified, actually some of the same  
5 points that we're making here that were not in  
6 their recommendations, although some of them were.  
7 And so, we also testified at the open hearing.  
8 And, we've been attending Advisory Council  
9 meetings.

10 CHAIRPERSON JACKSON: And, in your  
11 briefing document, does it list the schools that  
12 you're working with? I think you indicated six or  
13 seven CTE schools that you're working with?

14 FRANCOISE JACOBSON: No, I do not  
15 have those schools listed for you. I mean, I can  
16 give them to you.

17 CHAIRPERSON JACKSON: Yeah. And,  
18 did you submit the briefing document to—do we have  
19 a copy of that? Or, can you give us a copy of it?

20 FRANCOISE JACOBSON: I have a copy  
21 of the testimony and I can give you the briefing  
22 document. I can give you the testimonials that we  
23 did before the CTE Innovation. And, I can also  
24 give you a list of the schools we're working on  
25 and what our program is with those schools. We

1  
2 have a three-year program that we're hoping to  
3 implement.

4 CHAIRPERSON JACKSON: Have you  
5 considered, what I gather from your testimony is  
6 that DOE has not done enough in order to reach out  
7 and to have the gender equity situation within CTE  
8 schools, have you considered, you know, filing an  
9 appeal to the State Education Department and/or  
10 filing legal action to ensure equity as far as  
11 access to--

12 FRANCOISE JACOBSON: Yeah.

13 CHAIRPERSON JACKSON: --young  
14 women?

15 FRANCOISE JACOBSON: We are a legal  
16 department and our senior counsel is here as well,  
17 an organization. But, one of the things that I  
18 think is very important is it's not enough to just  
19 say oh, you're doing it wrong, bad, bad. But,  
20 it's also to show a way that you can make the  
21 positive changes. And, that's why we're working  
22 with the Pipeline project and, working with the  
23 schools to show that actually this can be done.

24 For instance, the Commission, the  
25 new CTEA school that was mentioned before, I'm

1  
2 part of the Commission on Construction  
3 Opportunity. And, it was one of the schools.  
4 And, when I asked the DOE then, well, what are you  
5 doing about making sure that there will be girls.  
6 They said oh, we're not doing anything. We're  
7 really worried about, you know, boys and the  
8 dropout rate. And, I thought, okay, well, I can  
9 either make a big fuss or I can show them that you  
10 can actually recruit girls. So, I went to the new  
11 school with the principal. I went to the new  
12 school fairs with him. And, I brought  
13 tradeswomen. I brought, I think, I had a  
14 tilesetter, a couple of carpenters, a sheet metal  
15 worker, an electrician or two and they were dying  
16 to show hey, we're in the field. We're women in  
17 this field. And, we want to bring more girls in.  
18 And, sure enough, because those women showed up,  
19 the first year was 25% girls. And, that is  
20 unheard of for any of the other CTE schools that  
21 are mostly male-dominated tradition.

22 So, once the Commission saw that,  
23 then they put the bar even higher. And now, they  
24 have, I think a third girls. But, it's a matter  
25 of proving that it can be done and that it's not

1  
2 so hard. But, that it has to be there from the  
3 beginning.

4 So, yes, indeed, we do have that  
5 option. But, we also, as you know, lawsuits are  
6 very long--

7 CHAIRPERSON JACKSON: Yes, I do.

8 FRANCOISE JACOBSON: --tiring  
9 things. And, that's not always the best option.  
10 So, we're trying--

11 CHAIRPERSON JACKSON: Right.

12 FRANCOISE JACOBSON: --to look at  
13 other options as well.

14 CHAIRPERSON JACKSON: Okay. Well,  
15 let me thank all of you for coming in. And, I  
16 appreciate this. I mean, I basically have had an  
17 education myself through this, from preparation  
18 for the hearing and through the hearing process.  
19 I've had an extensive education overall on some of  
20 the issues, the concerns and problems and  
21 suggestions for CTE programs Citywide. And so,  
22 hopefully, next year, I'll be more ready to dig  
23 into its more specific detail on a particular  
24 matter. Thank you all for coming in.

25 That ends the hearing regarding

1  
2 CTE. And, I'd like to move to the Resolution, I  
3 think it's 1541, if I'm not mistaken on this  
4 particular matter. And, for those of you that are  
5 still here, 1541 is a Resolution calling on the  
6 New York City Department of Education to survey  
7 schools, to assess compliance with curriculum  
8 mandates in the State Education law and in the  
9 Regulations of the Commissioner of the State  
10 Education Department and to assist schools that  
11 are not in compliance with such mandates to fully  
12 comply with the law. And so, we're going to hear  
13 testimony on that. And, I'd like to call Susan  
14 Crawford. She represents D3 and the Right to Read  
15 Project. Is she here? Susan? Okay. And, Meena  
16 Alagappan.

17 MEENA AKAGAPPAN: Alagappan.

18 CHAIRPERSON JACKSON: Alagat, from  
19 HEART. Is that a acronym? What does that stand  
20 for? You can tell us when you come up. From  
21 HEART. And, John Phillips from the League of  
22 Humane Voters and Julianna Bellalui [phonetic], am  
23 I pronouncing, hopefully, American Heart  
24 Association. Is Julianna here?

25 FEMALE VOICE: - -



1  
2 CHAIRPERSON JACKSON: Okay. Come  
3 up, please. If you can just fill out a slip when  
4 you can, okay. Thank you. Okay. Hi, Florence.

5 FLORENCE JACKSON: How are you?

6 CHAIRPERSON JACKSON: I'm good.  
7 So, you're my long lost cousin, right?

8 FLORENCE JACKSON: - -

9 CHAIRPERSON JACKSON: Good, good.  
10 Thank you. Susan Crawford.

11 SUSAN CRAWFORD: Thank you. After  
12 I heard a little, even just a little bit of the  
13 previous testimony, I went to Jan and said, I can  
14 speak to that instead of the Resolution if you  
15 were separating them. But, I'm glad they're right  
16 next to each other.

17 So, just to address the previous  
18 testimony about CTE briefly, I would just ask that  
19 this body could possibly get a cease and desist  
20 order on the breakup of the large comprehensive  
21 high schools because so much of what you're  
22 talking about went on in those high schools where  
23 there were all sorts of outlets for students to  
24 find what they wanted to do and not be obliged in  
25 grade eight to commit themselves to something that

1  
2 they may not want to do by the middle of grade  
3 nine. So, I will write out testimony to that  
4 effect and forward it to you. But, I will just  
5 say I have heard Meryrl Tisch speak to the same  
6 issue, that it is probably going way too quickly,  
7 breaking up all these large comprehensive high  
8 schools. And, it's my personal opinion we'll  
9 regret it and start reversing it in just a few  
10 years.

11 One other idea is to perhaps cut  
12 high school to three years, or expand it to five  
13 years, so there can be internships so that those  
14 nursing students can actually work in hospitals  
15 and have some kind of overlap and move into  
16 college from that, rather than put so much focus  
17 on the high schools to do so much work that they  
18 can't get to. And, of course, the high dropout  
19 rate is, as you know, from my perspective, because  
20 many of those students can't read. You heard that  
21 some of them are coming in reading four grades  
22 below level. And, I can tell you that that is not  
23 being addressed in all the time I've been  
24 testifying here.

25 As regards the Resolution, I would

1  
2 just suggest that this body try to work with the  
3 State to ensure that what is supposed to be being  
4 done in the high schools, in all the schools,  
5 especially something like physical education, that  
6 if you start to oblige the schools to do what  
7 they're supposed to do anyway, like physical  
8 education, it will push back against these big  
9 block programs that are not really successful  
10 learning models of, you know, long mornings of  
11 math, long afternoons of English, not enough  
12 movement, not enough breakup of the work the  
13 students are doing and that if the schools are  
14 forced to engage with other forms of curricula,  
15 that we will then get back to a diverse curriculum  
16 which is real—it just reinforces math and English  
17 anyway. The hyper focus on math and English, we  
18 can see from the test scores is not working.

19 So, I would just ask in support of  
20 the Resolution that the State oversee and make  
21 sure that all of its mandates are being followed  
22 by the New York City Department of Education,  
23 everything from physical education requirements to  
24 looking at a neighborhood and when too much  
25 building is going on for every 15 new people

1  
2 moving into that neighborhood, another school seat  
3 is supposed to be added. And it should just be  
4 automatic. We have so many things in the laws  
5 that are not being followed that, if they were  
6 followed, we wouldn't be having the problems we're  
7 having now. Thank you.

8 CHAIRPERSON JACKSON: I want to  
9 thank you for coming in. And, I don't know if you  
10 sat through all of the testimony. But, obviously,  
11 this was a pretty extensive hearing on CTE and  
12 indicative of problems, I guess, in other areas.  
13 And, one of the areas is, you know, the Resolution  
14 that we hear today. There's so many other, you  
15 know, State mandates that are being followed  
16 around the State, but are not really being  
17 followed in New York City. So, thank you, Susan.

18 SUSAN CRAWFORD: I would just add,  
19 in the SLTs, that that's not being followed. And,  
20 if it were--

21 CHAIRPERSON JACKSON: SLT?

22 SUSAN CRAWFORD: Yes, if the SLT

23 CHAIRPERSON JACKSON: School  
24 Leadership Team.

25 SUSAN CRAWFORD: --law were being

1  
2 followed, School Leadership Team, we would have  
3 just much more of the parental involvement that so  
4 many parents are upset about, has been excluded.

5 CHAIRPERSON JACKSON: And, Meena  
6 Alagrappan. Please pronounce your last name for  
7 me, Meena.

8 MEENA ALAGAPPAN: Alagappan. You  
9 were very close.

10 CHAIRPERSON JACKSON: Okay. Thank  
11 you.

12 MEENA ALAGAPPAN: Well, thank you  
13 for the invitation to testify. My name is Meena  
14 Alagappan and I'm the Executive Director of HEART,  
15 which stands for Humane Education Advocates  
16 Reaching Teachers. We're a non-profit  
17 organization. And, we take a broad-based view of  
18 humane education, fostering respect and compassion  
19 for people, animals and the environment by  
20 educating youth and teachers in Humane Education.

21 HEART supports passage of  
22 Resolution 1541, which requires that the New York  
23 City Department of Education assess compliance  
24 with various curriculum mandates and assist  
25 schools that are not in compliance to fully comply

1  
2 with the laws. These mandates include Section  
3 809, which is of particular significance to our  
4 organization because it requires that all public  
5 elementary schools teach students about the humane  
6 treatment of animals.

7           Effective humane education programs  
8 provide students with accurate factual  
9 information, promote critical thinking skills,  
10 instill a sense of responsibilities and empower  
11 them to, you know, basically, have the tools to  
12 make compassionate and informed choices that  
13 benefit not just other people, but also animals  
14 and the planet itself. Research studies have also  
15 documented that childhood animal abuse is a  
16 predictor and indicator of later interpersonal  
17 violence, so humane education also makes our  
18 communities safer for people and animals.

19           While we do enthusiastically  
20 endorse Resolution 1541, I would like to just add  
21 that we don't feel that it obviates the need for  
22 further requirements or legislation addressing the  
23 specific enforcement issues with the State Humane  
24 Education law in particular, which was enacted  
25 over 60 years ago and is virtually forgotten.

1  
2 One of the primary problems HEART's  
3 encountered in its efforts to assist schools in  
4 complying with Section 809 is that we find that  
5 New York City educators and administrators, while  
6 receptive to incorporating humane education in  
7 their curricula, are completely unaware of the  
8 existence of this mandate to begin with. And so,  
9 that's a huge obstacle, just a lack of awareness.  
10 So, we do feel that to that end, you know, just  
11 some kind of notification requirement from the  
12 Department of Education, you know, just letting  
13 schools know about the existence of this law, in  
14 and of itself, would be very helpful. And, to  
15 that end, I know, you know, you held a hearing on  
16 Resolution 497 and, you know, I think that that  
17 kind of requirement, whether it's that Resolution  
18 or just a requirement of the Department of  
19 Education to issue a memorandum, essentially, to  
20 schools.

21 It was done by the State Department  
22 of Education back in 1996. And, I think it was  
23 very helpful because they're very--when I go into  
24 meet with principals, we find that the principals  
25 are aware of the Character Education mandate.

1  
2 They've got their memo. They just don't know  
3 about Humane Education. It's not a reflection of  
4 their, you know, voluntary ignoring of the law.  
5 They just aren't aware.

6                   Thanks, in part, to support, you  
7 know, from City Council Members, HEART's completed  
8 an 18-month assessment of a 10-lesson humane  
9 education initiative, which reached over 1,000 New  
10 York City public school students. And, the  
11 evaluation was conducted by a leading moral  
12 development expert at Fordham University. And, it  
13 provided persuasive evidence of the importance of  
14 humane education. For example, students'  
15 knowledge and concern increased significantly in  
16 the areas of the needs of animals, the plight of  
17 sweatshop workers, habitat destruction, pollution,  
18 global warming and causes of bullying. Students'  
19 interest also increased in joining a group to help  
20 animals and the environment. Difficult issues  
21 such as animal neglect and harm, child labor,  
22 bullying, pollution, global warming, which could  
23 be somewhat paralyzing problems, can be actually  
24 addressed in a way that enliven and empower  
25 children as they learn how their individual



1  
2 actions can make a positive difference and that's  
3 what humane education is really about.

4 Voting for Resolution 1541 will  
5 help ensure that schools comply with Section 809  
6 and cultivate compassion and empathy in our youth.  
7 Thank you for the introduction of that.

8 I also wanted to mention that, in  
9 the testimony I distributed, there's a statement  
10 from the Humane Society of New York in support of  
11 Resolution 1541, as well. And, they, too, feel  
12 that it's an important step to ensure to ensure  
13 the schools are aware of the law and comply with  
14 it. Thank you.

15 CHAIRPERSON JACKSON: Thank you.  
16 Okay. Next, John Phillips, League of Humane  
17 Voters.

18 JOHN PHILLIPS: Hi, good afternoon,  
19 Chairman Jackson for holding this hearing today  
20 and for inviting me to speak. I was going to  
21 thank the other members of the Committee, but  
22 you're the only one here.

23 My name is John Phillips and I'm  
24 the executive director of the League of Humane  
25 Voters of New York City. On behalf of our more

1  
2 than 7,000 politically active members in New York  
3 City, we applaud the City Council and Chairman  
4 Jackson for their ongoing efforts to increase  
5 compliance with crucial education mandates,  
6 especially, the one of particular interest to our  
7 organization, Section 809 of the New York State  
8 Education Code, which requires education in the  
9 humane care and treatment of animals.

10 Resolution 1541 is correct in  
11 asserting that a well-rounded education must go  
12 beyond the core academic subject areas. Children  
13 must be taught from a young age the value of  
14 kindness, compassion and respect for all living  
15 beings. Likewise, adults, especially teachers,  
16 must be trained in cultivating these virtues in  
17 our youth.

18 In 1947, the New York State  
19 Legislature recognized this and enacted one of the  
20 strongest humane education mandates in the nation.  
21 Unfortunately, we've learned, more than 60 years  
22 later, the law has been forgotten. Educators are  
23 often shocked to learn of its existence,  
24 especially since the penalty provision for non-  
25 compliance can result in withdrawal of State

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funds.

The League of Humane Voters

supports Resolution 1541 and we hope that it will be passed out of this Committee and out of this Council immediately. We also hope that it will have the desired effect of increasing awareness of, and compliance with, the Humane Education mandate. However, we do not believe that it mitigates the need for further legislation or study on this issue. In fact, I would be remiss if I did not also mention Resolution 497, which Meena spoke briefly about, and it was aimed specifically at increasing compliance with the Humane Education mandate and included a provision urging the Department of Education to notify schools of the mandate and instruct their teachers to comply. I would also echo what Meena said about Resolution 1541. We would love to see a notification provision in Resolution 1541, along the same lines as Resolution 497.

In December, I testified before this Committee in support of Resolution 497. At the time, the Committee also heard testimony in support from my colleagues at the ASPCA, The

1  
2 Humane Society of New York and also the United  
3 Federation of Teachers' Humane Education  
4 Committee, among others. The response that we  
5 received from the Committee was terrific and we  
6 were told that we could hope for speedy passage  
7 out of the Council. As we know, that never  
8 happened, which is unfortunate, since we believe  
9 Resolution 497 would have done a great deal to  
10 help increase compliance with the humane education  
11 mandate.

12 In conclusion, while we're  
13 disappointed that the Council leadership is  
14 seemingly no longer interested in Resolution 497,  
15 Resolution 1541 will certainly help to increase  
16 awareness of humane education, and for that, we're  
17 extremely grateful. It's a step in the right  
18 direction. And, if there's anything that we can  
19 do to be of help to this Committee in increasing  
20 compliance, we're more than happy to help. Thank  
21 you.

22 CHAIRPERSON JACKSON: Well, thank  
23 you. Thank you, John. We appreciate you coming  
24 in. And next, we hear from Hank Wasia.

25 HANK WASIAK: Wasiak, close enough.

1  
2 CHAIRPERSON JACKSON: Wasiak, the  
3 American Heart Association.

4 HANK WASIAK: Yeah, good afternoon,  
5 Chairman Jackson. And, thank you for the  
6 opportunity to testify today. As you said, my  
7 name is Hank Wasiak. I'm with the American Heart  
8 Association Founders Board, which encompasses New  
9 York City and we're here to talk to you about,  
10 urge you, urge you, to support 1541 in respect to  
11 physical activity in schools. And, I'm speaking  
12 to you not only as a member of the Heart  
13 Association, but also as a dad and a grandfather,  
14 who, as you do, cares about our kids and what's  
15 happening to them.

16 We have made substantial gains in  
17 fighting cardiovascular disease over the last ten  
18 years. But, there's one thing that's threatening  
19 to wipe all of it out in the space of ten years,  
20 and that's rising obesity rates, especially in  
21 children. And, we're seeing now unmistakable  
22 signs of cardiovascular diseases, formerly found  
23 in adults, creeping in to our kids.

24 And here's another fact, that if I  
25 could give you one takeaway that I want this

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Committee and get the Committee to know, that we should do something about. And, this was a quote from a study of the New England Journal of Medicine. "Obesity is such that this generation of children could be the first in history of the United States to live less healthful, shorter lives than their parents." What a legacy. You know, I don't know about you, but that sends shivers up and down my spine. It really does. The first generation to live a shorter life span than their parents.

And, New York City is no exception, Mr. Chairman. The New York City Department of Health and Mental Hygiene reported that by the time, listen to these numbers, by the time New York City children reach kindergarten, 20% are already obese. Upon reaching elementary school, 40% of New York City students can be classified as overweight. Of course, we have to have a comprehensive program that involves a lifestyle and everything else.

But, in regards to physical activity, there's good news. The State has already mandated physical activity programs that

1  
2 must be taken up in New York City schools.  
3 Students in grades 4 through 6 must receive  
4 physical education every day, etcetera. And, the  
5 good news is that following those physical  
6 guidelines significantly decreases the risk  
7 factors for all cardiovascular-related disease  
8 and, listen to this, physically active students  
9 have been reportedly shown to perform better  
10 academically; they benefit from improved cognitive  
11 ability and exhibited reduced levels of tobacco  
12 use, insomnia, depression and anxiety. That's the  
13 good news.

14           Bad news is New York City is not  
15 enforcing those regulations on our schools. A  
16 2008 Public Advocate survey of 100 randomly  
17 selected schools found that, I'm almost done,  
18 found that 96% of elementary schools were in  
19 violation of the State requirements, 96%. So,  
20 what we recognize and applaud the Department of  
21 Education for a lot of things they're doing with  
22 ancillary programs. But, it doesn't get over the  
23 fact that the mandatory requirements are not being  
24 done.

25           So, if New York City is to

1  
2 effectively address childhood obesity, it is  
3 critical that our schools provide quality physical  
4 education. I'm a product of New York City  
5 schools. And, I did the gym class every week.  
6 And, we're missing it. We're missing education.  
7 So, Resolution 1541 urgently recommended that we  
8 do it. Remember that number, the first generation  
9 of kids to have a shorter lifespan than their  
10 parents. Thank you.

11 CHAIRPERSON JACKSON: Well, I'm  
12 going to thank all of you for coming in. And,  
13 clearly, Resolution 1541 encompasses all of the  
14 areas. And, as John, you indicated earlier, the  
15 hearing and testimony on the other Resolution put  
16 forth by my colleague, Tony Avella, dealt with  
17 just the humane treatment of animals. But, this  
18 Resolution is more comprehensive in dealing with  
19 all program areas, even though there's, you know,  
20 opinions that the Resolution put forward by Tony  
21 Avella was a little stronger in that it mandated  
22 that DOE send out notifications to the schools.  
23 We're hoping that, from a comprehensive point of  
24 view, for them to assess and to communicate and  
25 we're going to be following up on this particular



1  
2 matter because I think advocates out there, if  
3 they don't, then, you know, obviously, we can  
4 appeal to the State Education Department and, if  
5 necessary, then file a lawsuit against them. And,  
6 I think that that's the track that we,  
7 collectively, we have to take to let them know  
8 that we're serious about all of the things that  
9 are necessary for our children to be well-rounded.  
10 So, thank you all for coming in.

11           Okay. We have one last Panel.  
12 And, Joseph Mularan, he's a teacher. And, Rafael  
13 Rivas [phonetic], from BCID. Is Rafael here?  
14 Ronald Smith and Dwayne Sampson from COMTO-New  
15 York. Please come forward.

16           We apologize for this hearing  
17 taking so long. But, I guess it's important that  
18 we listen to all parties. And, I don't know if  
19 you sat through the CTE, that was, as I said, an  
20 education in itself for me. And, I stepped out  
21 just now because I'm supposed to be in another  
22 hearing next door. And, if I don't appear, then  
23 I'm marked absent. So, I have to heed this. I  
24 stepped in to let them know that I'm here, that  
25 I'll be in there in a minute. So, I appreciate

1  
2 your patience. Last, but not least, on Resolution  
3 1541. Is it Joseph—please identify yourself.

4 JOE MUGIVAN: Thank you, Joe  
5 Mugivan.

6 CHAIRPERSON JACKSON: Mugivan.

7 JOE MUGIVAN: Right.

8 CHAIRPERSON JACKSON: Okay.

9 JOE MUGIVAN: Thank you,  
10 Mr. Jackson for holding these hearings. I think  
11 they're very important.

12 I have been a teacher in New York  
13 City for 15 years. I have worked with all grade  
14 levels of elementary and intermediate education,  
15 as well as with special education. My  
16 experience includes being an adjunct professor  
17 at the Graduate School of Education at Queens  
18 College, teaching The Psychology of the  
19 Exceptional Child, and a Literacy Studies  
20 adjunct at Long Island University for the United  
21 Federation of Teachers.

22 As education in the schools  
23 changed at the beginning of the millennium, the  
24 educational system, under mayoral control, has  
25 become more centralized. Prior to this

1  
2 approval, teachers developed lesson plans which  
3 were approved and monitored independently by the  
4 administration of the schools at the local  
5 level. Principals and administrators had the  
6 independence to use their own professional  
7 experience, as educators, to determine the best  
8 direction for the students of their school.

9           In the new millennium, under  
10 centralized mayoral control, principals are  
11 required to attend to the needs of a new  
12 bureaucracy. They respond to their new leaders,  
13 who offered market-driven programs. These new  
14 leaders had little knowledge of how to raise  
15 reading and math scores, or to understand how  
16 children learn. Some had no experience in  
17 education at all.

18           Interesting and creative learning  
19 experiences became suspect, as administrators in  
20 schools were assessed by their seniors, with  
21 visits to their schools and classrooms. The new  
22 leaders focused on instruction and control, with  
23 less concern about learning. Due to this  
24 deficiency, teachers were judged primarily by  
25 the arbitrary aesthetics of their bulletin

1  
2 boards and classroom walls. Focus was placed on  
3 new and untested programs, which usurped the  
4 time and creativity needed to meet the necessary  
5 State standards.

6           Prior to these new changes,  
7 teachers had the time and encouragement to  
8 conform to City and State curricula and, to  
9 deliver these mandates in ways that were  
10 effective for students. Projects were created  
11 which incorporated literacy development  
12 throughout the entire curriculum, using content  
13 knowledge within the resources available, such  
14 as text books, library books, field trips, audio  
15 visual systems, public presentations, etcetera.  
16 All of the mandated content was processed by the  
17 students through the writing process, which  
18 enabled students to learn about the various  
19 subjects within a comprehensive context and  
20 improve their reading comprehension.

21           With the advent of mayoral  
22 control, the teacher's time became monopolized  
23 for many months by constant individualized  
24 reading assessments with market-force programs  
25 that interfered with classroom work. Many of

1  
2 the new assessments were less meaningful to the  
3 teacher than those made in the context of the  
4 curriculum and had limited value. These time-  
5 consuming new assessments were not related to  
6 the State curriculum. The original writing  
7 process, within the framework of the state  
8 standards, was replaced by the idea that writing  
9 is comprised of separate discreet skills.  
10 Teaching to these skills led to the creation of  
11 standard-based report cards, which were  
12 eventually cancelled when parents rebelled that  
13 these report cards did not inform them about  
14 their children's learning.

15           This approach to instruction and  
16 assessment created a barrier between parents,  
17 teachers and students. All learning and  
18 literacy development is about relationship.  
19 Education is referred to as a Social Science.  
20 The constant atomization of learning and  
21 assessment challenges this paradigm, which  
22 supports the required State curriculum.  
23 Presently, the administration has decided to go  
24 back to the teaching of content within the  
25 curriculum after all these years.

1  
2 This new content program is of  
3 great concern. If it should narrow the scope and  
4 process that teachers require to develop an  
5 enriching experience for their students in meeting  
6 the standards of the State of New York, I have  
7 come to the conclusion that the disputes over  
8 learning programs are more about power and control  
9 than about education. The current centralized  
10 structure of education encourages fear, control  
11 and anger, resulting in the loss of highly  
12 qualified and educated teachers, alienation of  
13 administrators and student violence within the  
14 schools. These are obstacles to effectively  
15 meeting the State educational curriculum and  
16 providing a nourishing and supportive learning  
17 environment. Thank you, Mr. Chairman.

18 CHAIRPERSON JACKSON: Well, thank  
19 you for coming in and giving testimony on this  
20 important area. Now, we're going to hear from  
21 Rafael Rivas, from BCID. Rafael. He's not here?  
22 Okay. I'm sorry. Then next, we hear from Ronald  
23 Smith. Okay.

24 RONALD SMITH: Good afternoon,  
25 Honorable Chair Jackson and Committee members. My

1  
2 name is Ronald Smith. And, I am here as a New  
3 York City Department of Education—well, I was a  
4 New York City Department of Education teacher. I  
5 am in support of today's Resolution, Resolution  
6 1541.

7                   Having stated that, I implore you  
8 to introduce legislation that will create  
9 transparency at the New York City Department of  
10 Education. I submit the following testimony as  
11 proof that the New York City Department of  
12 Education does not have the capacity to comply  
13 with local, state or federal laws.

14                   After six years, Administrative  
15 Code 12-113, and Intro Number 83, did not deter  
16 the New York City Department of Education from  
17 having me illegally documented as being under  
18 disability retirement. And, as of this hearing,  
19 my license and other pertinent teacher personnel  
20 file documents are still missing from my personnel  
21 file. It has now become officially documented  
22 that I have resigned and that I am terminated from  
23 the New York City Department of Education, along  
24 with being disability retired. I wish they would  
25 just pick one.

1  
2 I submit the following names for  
3 the public record and move that these individuals  
4 would cooperate in this matter to the fullest  
5 extent. Dr. Susan Urbal [phonetic], who was  
6 former District 75 Superintendent, Joan R. Salsman  
7 [phonetic], who is the former Deputy Executive  
8 Director, Chief of Enforcement for CIB, which is  
9 the Conflict of Interest Board, Kathy Amarati  
10 [phonetic], District 75 Deputy Director Human  
11 Resources, Rose Gilhern [phonetic], DOI,  
12 Department of Investigation Commissioner,  
13 Richard J. Condon [phonetic], SCI, Special  
14 Commissioner of Investigation, Michael Bloomberg,  
15 Mayor, City of New York, Jody Caplan [phonetic],  
16 former Director, Mayor's Office of Correpondence,  
17 Joel Klein, DOE Chancellor, Kathleen Grimm, Deputy  
18 Chancellor for Finance and Administration,  
19 Christine Quinn, New York City Council, Council  
20 Speaker, William Thompson, New York City  
21 Controller, Michael Cardozo, Corporation Counsel  
22 for the City of New York, Randi Weingarten, former  
23 UFT President, now AFT President, Eric Gioia,  
24 Council Member, Chair Oversight and Investigation  
25 Committee, Nelson Sarano [phonetic], Executive



1  
2 Director, TRS, which is the Teachers Retirement  
3 System, James Santner, New York State SUT, which  
4 is, he's the general counsel, Conrad Lower, UFT  
5 NYSUT, he's the legal counsel, Betsy Gotbaum, New  
6 York City Public Advocate and, last but not least,  
7 Keith Wright, New York State Assembly Member, 70<sup>th</sup>  
8 Assembly District.

9           Enclosed with this testimony is a  
10 copy of an un-notarized document related to  
11 communication that I had with personnel at the New  
12 York City Teacher's Retirement System. No one  
13 that I spoke with by phone would give me  
14 permission to disclose any information at this  
15 hearing. Thank you City of New York legislative  
16 body for your continued interest, involvement,  
17 support and cooperation in this landmark endeavor.

18           CHAIRPERSON JACKSON: Are you  
19 finished, Mr. Smith?

20           RONALD SMITH: Yes.

21           CHAIRPERSON JACKSON: Yes. Okay.  
22 And next, we hear from Dwayne Sampson from COMTO-  
23 New York.

24           DWAYNE SAMPSON: Yes. Good  
25 afternoon, Honorable Chair. I'm here in support

1  
2 of Resolution 1541 in that Department of Education  
3 to survey and assess compliance with curriculum  
4 mandates in State Education law and in the  
5 Regulations of the Commissioner of the State  
6 Education Department and to assist schools that  
7 are not in compliance with such mandates to fully  
8 comply with the law.

9 CHAIRPERSON JACKSON: Can you pull  
10 your mic up a little closer, please?

11 DWAYNE SAMPSON: Sure.

12 CHAIRPERSON JACKSON: Thanks.

13 DWAYNE SAMPSON: And, I'm also here  
14 today, which I sort of missed on the CTE portion.  
15 As a President of the Conference of Minority  
16 Transportation Officials, hereby known as COMTO-  
17 New York, extend warm greetings on behalf of the  
18 Chapter's Executive and Advisory Boards. COMTO-  
19 New York is part of a National 501(c)(3)  
20 organization based in Washington, D.C., with 38  
21 chapters located throughout the nation. COMTO was  
22 established in 1971 at Howard University. Its  
23 mission is to advocate for minorities within the  
24 transportation industry who are seeking  
25 promotional and contract opportunities. COMTO-New

1  
2 York adheres to our mission by offering  
3 developmental programs in support of students,  
4 employees and the business community.

5 COMTO has a Student Development  
6 Institute offering programs in workforce  
7 development, thereby providing mentoring,  
8 internships and soon, apprenticeships and co-  
9 operative programs in the field of transportation.

10 Student enrolled in SDI, or Student Development  
11 Institute, receive mentoring, instruction on  
12 approximate dress and work ethics, financial  
13 fitness for the future, business writing skills,  
14 diversity in the workplace, cultural activities,  
15 self assessments regarding their strength and  
16 weaknesses. They also receive resume writing,  
17 time management and organization and, more  
18 importantly, also, the importance of networking,  
19 and employment and testing and research  
20 techniques.

21 COMTO—New York mains a Professional  
22 Development Institute for employees and a Business  
23 Development Institute for minority and women-owned  
24 businesses. Guiding principles are Service  
25 Professionalism, Visibility and Ownership. Our

1  
2 members are guided to excellence to these guiding  
3 principles.

4 I can say that COMTO—New York  
5 exposure to career pathways and the labor market  
6 for public school students for New York City and  
7 New York State. Further, since our members  
8 consist of volunteers employed in transportation  
9 agencies and private businesses, we offer a direct  
10 employment commitment to career and technical  
11 education. Our member organizations consist of  
12 the MTA and its operating agencies, The Port  
13 Authority of New York and New Jersey, Westchester  
14 Department of Transportation, numerous private  
15 businesses, and additional organizations added  
16 periodically.

17 The local transportation industry  
18 employs well over 100,000 individuals, of which  
19 many are career and technical positions. Upon  
20 obtaining the appropriate funding, COMTO—New York  
21 will be able to effectively service over 2,100  
22 students each year, offering a full range of  
23 increasing the yield of those graduating from high  
24 schools, obtaining meaningful employment or  
25 continuing on to a postsecondary education. I

1  
2 have attached our Workforce Development program  
3 and funding proposal, Workforce Development  
4 Organizational Chart, and its annual program  
5 schedule. And, I also leave, for further  
6 information, our website, [www.comto-ny.org](http://www.comto-ny.org). Thank  
7 you very much for the opportunity to speak before  
8 you today, Honorable Chair.

9 CHAIRPERSON JACKSON: Thank you.  
10 So, Mr. Sampson, you were here basically giving  
11 testimony in reference to the CTE program?

12 DWAYNE SAMPSON: Yes.

13 CHAIRPERSON JACKSON: Is that  
14 correct?

15 DWAYNE SAMPSON: That's correct.

16 CHAIRPERSON JACKSON: Okay.  
17 Because, we had heard testimony on that. But,  
18 your testimony will be incorporated in the CTE.  
19 And, I was curious when you were giving testimony,  
20 because this testimony was concerning Resolution  
21 1541--

22 DWAYNE SAMPSON: Right.

23 CHAIRPERSON JACKSON: --but, we'll  
24 clearly put your testimony in the CTE.

25 DWAYNE SAMPSON: I would appreciate

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it.

CHAIRPERSON JACKSON: But now, with respects to your organization, it's relating around the transportation industry. Is that correct?

DWAYNE SAMPSON: Yes.

CHAIRPERSON JACKSON: And, I think one of my colleagues, it may have been John Liu, or somebody else, referred to the MTA and the train systems that they have. Are you involved in that CTE program?

DWAYNE SAMPSON: We are a voluntary and professional organization of managers, hourly employees--

CHAIRPERSON JACKSON: Um, hm.

DWAYNE SAMPSON: --private business owners and, that we're partners with the agencies. It's like ATPA, or the American Transportation Public Association. And, we provide technical expertise and experience. And, we see a tremendous need to provide our services to youngsters to make sure that they gain the opportunities that are out there.

CHAIRPERSON JACKSON: And, what

1  
2 school, if any, your organization, which is 32  
3 chapters around the country, but--

4 DWAYNE SAMPSON: Um, hm.

5 CHAIRPERSON JACKSON: --in New York  
6 City, are you working with any particular school?  
7 Or, what are you doing, in general, as far as, you  
8 know, how you're interfacing with the student  
9 population?

10 DWAYNE SAMPSON: Yes, we work with  
11 a number of different schools. We try to disperse  
12 it throughout the boroughs, August Martin, Eagle  
13 Academy and a host of other high schools.  
14 Unfortunately, the response to our program and  
15 interaction wasn't communicated to the students in  
16 the schools in some areas, which we are working  
17 with the Board of Ed to promote better  
18 communications so that students, and their  
19 parents, understand the opportunity that COMTO-New  
20 York offers.

21 CHAIRPERSON JACKSON: And, does  
22 COMTO-New York, C-O-M-T-O, does that stand for  
23 something? Is it an acronym? And, if so, what is  
24 the full name of it?

25 DWAYNE SAMPSON: It's an acronym

1  
2 for the Conference of Minority Transportation  
3 Officials.

4 CHAIRPERSON JACKSON: Conference of  
5 Minority Transportation Officials.

6 DWAYNE SAMPSON: Yes.

7 CHAIRPERSON JACKSON: Okay. Well,  
8 thank you for coming in. And, Mr. Smith, it  
9 appears as though that, as you indicated in your  
10 testimony, you're a former New York City  
11 Department of Education teacher. And, I was  
12 listening to your testimony. But, I don't know  
13 whether or not your testimony related to  
14 Resolution 1541 or was it about your specific  
15 situation. So, can you clarify that for me, if  
16 you don't mind?

17 RONALD SMITH: Sure. Actually,  
18 it's two-fold. As you know, as a teacher in New  
19 York City for six years, I've been involved with  
20 issues other than my private issue.

21 CHAIRPERSON JACKSON: Um, hm.

22 RONALD SMITH: And, involving  
23 myself with the issue that I have addressing me, I  
24 saw that it also involved all DOE aspects. For  
25 example, I'm very interested in Reso 1541 only



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2 because the only way to get DOE to start complying  
3 with these state laws, and maybe even federal  
4 laws, is for someone to finally tackle on the DOE  
5 from a standpoint where they no longer can say we  
6 don't have to be accountable.

7 Well, I testified here once for  
8 Betsy Gotbaum and we had something addressed on  
9 the line of transparency. I'm not going to say  
10 how long that was, but nothing went further since  
11 that testimony. And then, as I told her that  
12 particular hearing, I'm the type of person that,  
13 if I address something, I also want to make moves  
14 on that issue.

15 These people, and I'm making  
16 contact with some of them, I want to know exactly  
17 what do they want from the DOE and even from  
18 myself so that there is transparency. This is one  
19 step to that. Okay. It's no secret. I've  
20 involved myself with other people, of course, at  
21 higher levels to address my personal situation.  
22 So, it does tackle everything that comes from City  
23 Council. I have a letter from Christine Quinn.  
24 She says she has one carbon copy to you. So,  
25 maybe I can give you one of those later.

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CHAIRPERSON JACKSON: Okay.

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RONALD SMITH: Okay. With that

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having been said and done, when I tell you that

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I'm no longer employed with the DOE, they also

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still have me employed with the DOE. Okay. I

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know it sounds confusing. But, they had me as

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both. I'm working for the City still, but I'm not

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working for the City. And, you can imagine what a

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mess that's going to cause down the line.

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Hopefully, from what I understand,

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that should be resolved soon, anyway, okay, that

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situation. With that having been said and done,

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and it does bother me because I can't help these

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people actually. The young female that was here

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earlier and anybody that was here, anybody who

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knows me, first of all, I got an award from David

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Dinkins, ironically, 15-some years ago, which I

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testified at one point and said I did. And, here

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he shows up. But, I can't help these people

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because I'm going through my own issue, in a

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sense. If I wasn't, I would have gave 100% to

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what they're going through, 'cause I didn't know

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exactly what Reso was.

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But then, I, you know, grasped it

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2 quickly and understood the bottom line to that  
3 Reso is that there's no accountability for the DOE  
4 to make sure they comply with, what you said  
5 earlier, either state law or, you know, local law  
6 or, like I said again, in my statement, or federal  
7 law. Okay. It's been a year, from what I  
8 understand, from the gentleman who sat in this  
9 seat, that you were here last year on the same  
10 issue. And, you're going to be here again next  
11 year on the same issue. And, you will continue to  
12 be here every year and every issue until someone,  
13 and I'm not going to say I'm the one, but, until  
14 someone can finally say to the DOE, no more. You  
15 have to show accountability. You have to show  
16 some type of transparency.

17           Again, and I applaud Betsy Gotbaum  
18 when we had that issue brought up. But, again,  
19 she moved on with whatever she had to move on  
20 with. I'm still stuck with the issue.

21           CHAIRPERSON JACKSON: Well, and I  
22 hear you. That's why I asked for clarification  
23 because I put a question mark. I was trying to  
24 see how what you testified to related to  
25 Resolution 1541. But, as you indicated, in

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general, what it's about is the Department of Education being accountable and following the laws and the State Regulations concerning, you know, curriculum mandates put on by the State.

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RONALD SMITH: Okay. Only because you're a legislative person, you would know more than if I was to speak with this gentleman, not to downgrade him. But, when I say Administrative Code 12-113, 90% of the people in Harlem don't know what I mean when I say that to them.

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CHAIRPERSON JACKSON: Oh, I think that 99.9% of the people, not only in Harlem, but in New York City, don't know what you mean. So, because that's a Code that most people don't deal with and probably only a few people in DOE would understand that because I guess that relates to your specific situation.

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RONALD SMITH: Exactly.

CHAIRPERSON JACKSON: So, I want to thank all three of you for coming in and being the last Panel, even though it's kind of late. But, if you sat through the hearing, I mean, obviously, you gained some knowledge and information today about CTE. And, I want to thank all of the staff

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2 involved for putting this together for the  
3 Committee, itself.

4           And, even though we started about  
5 ten minutes after ten, something like that this  
6 morning. And, it's now about quarter after two.  
7 So, about four straight hours of testimony  
8 concerning the whole oversight on comprehensive  
9 Career and Technical Education in New York City  
10 public schools and on Resolution 1541, mandating  
11 the Department of Education to comply with state  
12 law and Department of Education Rules and  
13 Regulations concerning physical education, humane  
14 treatment of animals and all the other things  
15 they're not complying with. So, I want to thank  
16 you all for coming in. And, there are no further  
17 witnesses. This hearing is now adjourned.

18           RONALD SMITH: Thank you, Honorable  
19 Jackson.

20           CHAIRPERSON JACKSON: Thank you.  
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C E R T I F I C A T E

I, DeeDee E. Tataseo certify that the foregoing transcript is a true and accurate record of the proceedings. I further certify that I am not related to any of the parties to this action by blood or marriage, and that I am in no way interested in the outcome of this matter.

Signature DeeDee E. Tataseo

Date October 2, 2008