



**Department of
Youth & Community
Development**

**NEW YORK CITY COUNCIL
COMMITTEE ON YOUTH SERVICES**

FISCAL YEAR 2020 PRELIMINARY BUDGET

**BILL CHONG
COMMISSIONER**

MARCH 11, 2019

Good afternoon Chair Rose and members of the Committee on Youth Services. I'm Bill Chong, Commissioner of the Department of Youth and Community Development. I'm joined by Jagdeen Phanor, DYCD's Chief Financial Officer; Susan Haskell, Deputy Commissioner for Youth Services; and Andre White, Deputy Commissioner for Youth Workforce Development. Thank you for the opportunity to testify today on DYCD's Fiscal Year 2020 Preliminary Budget.

Since coming into office, Mayor de Blasio has demonstrated an unwavering commitment to youth, families and communities. Through his efforts and the support of the City Council, DYCD's budget has more than doubled from \$408.6 million to \$902.9 million.

DYCD's Fiscal 2020 Preliminary Budget stands at \$755.2 million. This budget continues to build on our progress serving young people and families, while being fiscally responsible and cautious during these times of financial uncertainty.

Despite these challenges, the past year has been one of remarkable growth for DYCD.

In 2018, with the strong support of the Council, the Summer Youth Employment Program set another record, serving nearly 75,000 young people at 13,701 worksites. Working together, last summer the Mayor and Council increased funding and the budget grew by 18% to a new high of \$150 million. We achieved a 14% increase in worksite development, exposing participants to a wider variety of opportunities. Forty-four percent of worksites were in the private sector, 41% in nonprofit organizations, and 15% in government agencies. SYEP participants worked in financial, cultural, media, entertainment and health care institutions. Examples of such placements include Bank of America, A&E Networks, The Metropolitan Museum of Art and Maimonides Hospital.

Building on these efforts, after years of thoughtful planning, two weeks ago we released awards under the new RFP.

The program design builds on the recommendations from the Youth Employment Task Force, commissioned in June 2016 by Mayor de Blasio and the Council. The Task Force focused on how to bring relevant, innovative workforce experiences to youth through SYEP. The recommendations that were incorporated into the RFPs include:

- Strengthening connections between SYEP providers and public high schools to improve in-school career development for young people;
- Serving younger youth through career exploration and project-based learning experiences; and
- Enhancing support services, including pre-program orientation and counseling, to help meet the unique needs of vulnerable populations.

While we are still working with providers on their final awards, we were pleased that we announced 195 awards to 67 providers including 23 new providers. This represents double the awards from the last RFP. In the most significant transformation in the program's 56-year history, we are meeting the next generation of talent "where they are" by revolutionizing the way young people experience and connect to their interests and career options. By providing structured project and work-based opportunities, New York City youth are better prepared for careers of the future. SYEP enhancements include new school-based opportunities and outreach to young people who are homeless, in foster care, justice system-involved or living in select NYCHA developments. Employers can tap into this expanding pipeline of talent and hire job-ready summer employees to increase workforce diversity and fill critical gaps in their organizations. With a budget of \$150 million, we estimate being able to serve 70,000 young people.

When serving some of our city's most vulnerable youth, the Administration has made extraordinary investments of \$30 million in services for Runaway and Homeless Youth (RHY), for a total of \$43 million. Funding supports more beds in new residential programs, Drop In Centers, LGBTQ services and increased mental health resources. We now fund eight drop-in centers, including one in each borough that is open 24/7 and a new program in the Rockaways.

This Administration has funded 500 new beds for RHY ages 16-20, essentially tripling the resource for youths. In total, 23 new sites have opened during this administration. Since I last testified in May, five new sites have opened, including one last week operated by Edwin Gould Services for Children and Families. They are located in Brooklyn, Bronx and Queens, adding 68 beds, for a total of 625. There are 7 contracted sites pending for a total of 128 beds remaining to open by June 30.

We would also like to report on our progress toward the goal of serving Homeless Youth Adults (HYA) ages 21-24 in new Runaway and Homeless Youth (RHY) residential programs. With the support of the City Council, \$3M in the FY 2019 Adopted Budget was allocated for residential beds. DYCD issued a request for proposals in August 2018 and awarded contracts in late October to four experienced RHY providers in four boroughs. Providers have identified suitable residential sites that are in the review process by the New York State Office of Children and Family Services. It is our goal to open 60 new beds for HYA by the end of Fiscal Year 2019, or as soon as State certification is issued. DYCD is working closely with the provider and NYS to expedite this rigorous process.

We are pleased that our 91 Beacon community centers will be funded at \$67.2 million. Each Beacon budget grew to more than \$600,000, an increase of almost \$250,000 in the past three years. Beacon youth programs are designed to help participants acquire the skills and attitudes they need to succeed in their chosen career and give back to the community, and Beacon adult programs are designed to enhance

skills and promote social interaction, community engagement, and physical activity. Together these sites serve over 109,000 youth and families annually.

Cornerstone community centers provide youth with a safe place to grow with engaging activities including recreation, STEM, academic enrichment, project-based learning, and social-emotional support. They engage over 18,000 young people and adults annually at 94 NYCHA developments across the city and are budgeted at \$46.8 million next year. For the third year in a row, Cornerstone and Beacon programs will be sponsoring "Spring into Health Fairs" to offer wellness activities and information, and promote healthcare access. We expect there to be a total of 70 health fairs in all 5 boroughs during the week of May 13 to 19. We invite you to join us at a program in your neighborhood.

DYCD's COMPASS after school programs, including SONYC middle school programs, have served more than 115,000 young people this year in more than 920 program sites. These programs are budgeted to receive \$334 million. COMPASS programs offer comprehensive programming five days per week, including recreation, enrichment and cultural activities to support and strengthen the overall development of young people.

In FY19, thanks to collaboration of the Mayor and the Council, the City invested an additional \$12 million to increase adult literacy services. Approximately \$8 million has been spent to expand existing contracts and support new programs, serving 8,356 more individuals. We continue to offer teacher training courses, professional development in instructional technology and curriculum development as part of our efforts to provide sustained quality instructional services.

As you have heard in my testimony today, despite budget uncertainties, the FY 2020 Preliminary Budget continues to place DYCD in a very strong position to fund quality programs that improve lives and create opportunities to advance socioeconomically. We look forward to continuing to work with the City Council to support New York City's youth, families, and communities.

Thank you again for the chance to testify today. We are ready to answer any questions.



Dept. of Youth and Community Development

Fiscal 2020 Preliminary Budget Fact Sheet

\$755 million

FY20 Preliminary
Budget

-\$117 million

Budget Since
FY19 Adoption

\$32.7 million

New Needs for FY20

+81%

Budget Since FY14

546

Positions

+28%

Headcount Since FY14

\$647.9 million

Value of Agency
Contracts in FY18

3,007 contracts

Funded in FY18

337,199

Youth Served in FY18

New Need: Summer Youth Employment Program

**Total FY20 \$148.9 m
for 70,000 slots**



\$32.7 million

For new SYEP program
areas

10 new positions

(6 program managers, 3 deputy
directors, 1 senior program
manager)

\$114.6 million

Minimum wage increase

\$34.3 million

Programmatic adjustment

Contracts will be awarded in
March 2019

(DYCD)

Fiscal 2020 Breakdown of Largest Program Areas

\$321.8 million

Out-of School Time (OST)

(43%) of Overall Budget

\$126.7 million

**Summer Youth
Employment Program
(SYEP)**

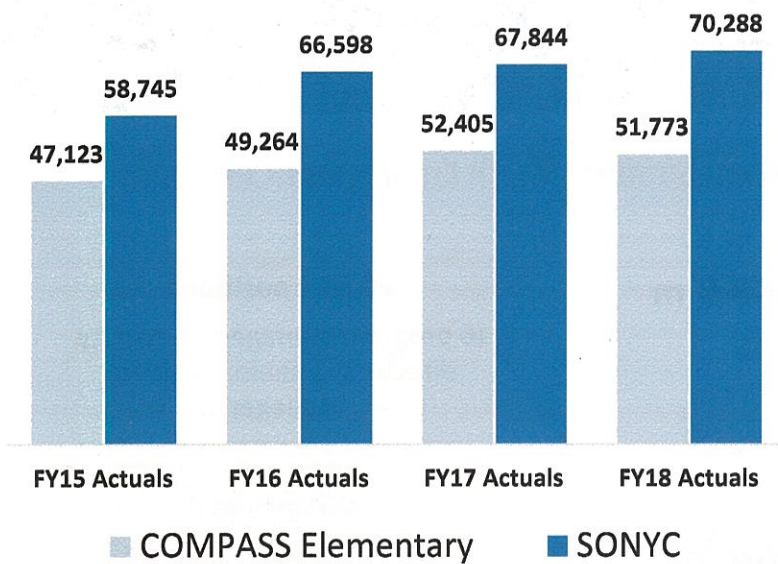
(17%) of Overall Budget

\$116.9 million

**Beacon Community
Centers**

(15%) of Overall Budget

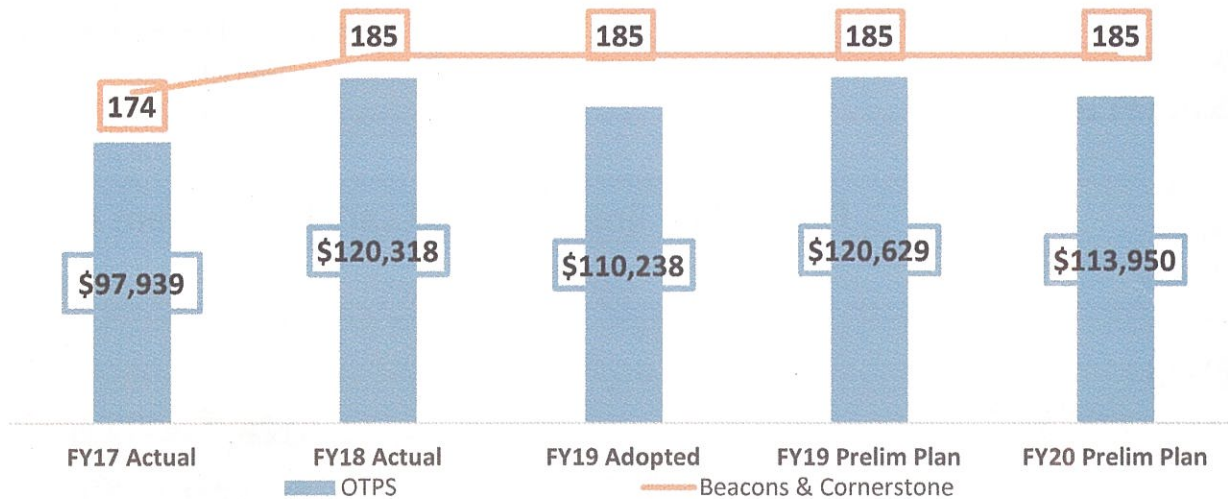
COMPASS & SONYC



**FY20 \$127 million for
COMPASS elementary slots**

**FY20 \$166 million for
SONYC middle-school slots**

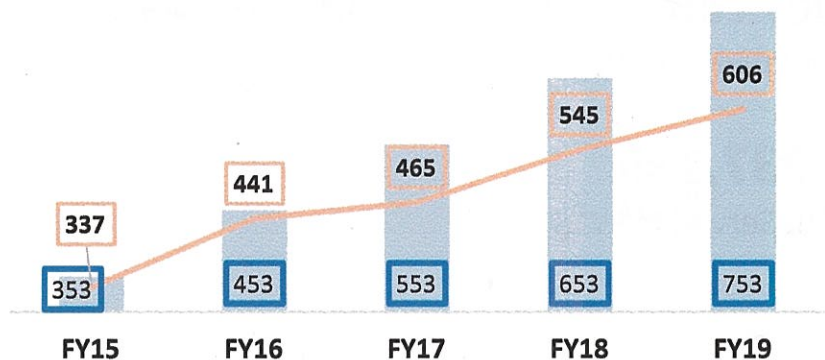
Beacon Community Centers OTPS (\$) and number of Centers



Runaway Homeless Youth

■ Beds Supported — Beds Certified

**FY19 added 60 beds
for 21-24 year olds in
LGBTQ-affirming
locations, citywide**





Testimony: The American Museum of Natural History – Providing Science Education to New York City Youth for 150 Years

*New York New York City Council
Committee on Youth Services*

Monday, March 11, 2019

Good afternoon. My name is Melissa Diaz, on behalf of the American Museum of Natural History, I would like to thank Chairwoman Rose and the Committee for the opportunity to discuss the Museum's role in shaping the lives of New York City youth – through our science education programs.

Many of the members of the Committee may know the American Museum of Natural History as a place for youth: a place where perhaps you visited as a child, or where you have brought your own children to learn and explore. Here, in the middle of New York City, our youth can explore everything from the elements of a cell to the expanses of the universe. They can travel to the past, millions of years ago, by examining fossils of dinosaurs and prehistoric mammals, and they can learn about the future of the planet that they will inherit. We welcome half a million New York City schoolchildren to our halls every year through school and camp groups, and they get to experience all this for **free**.

This year, the Museum is celebrating 150 years of being a beacon for science education in this city. Since its founding in 1869, our mission has been to impart knowledge about human cultures, the natural world, and the universe. The Museum continues to uphold its commitment to education through the rich array of programs offered to the public, from toddlers to Ph.D students. All these programs are structured to align with City and State educational standards and benchmarks – so that we can increase scientific literacy and encourage students to pursue science-related careers.

Now more than ever, we live in an era of constant scientific discovery and technological change, which directly affects our students. As our economy increasingly depends on revolutionary new advances, thousands of STEM jobs remain unfilled here in New York City. We believe our students should have the scientific career training to be able to obtain those jobs – right here at home. If we want to stay competitive as a nation and a city, we need to build a scientifically literate citizenry and a bank of highly skilled, STEM-literate young adults from all backgrounds.

The City has begun responding to this need by making unprecedented investments in STEM learning. At the Museum, we are doing our part every day, by providing **accessible, affordable** science education programs to **over 2,400** New York City students, to ensure that they can access rigorous science education and meet the demand for the jobs of the future. Through our BridgeUp:STEM program, young women in high school learn to code in Python, work on real

scientific data sets, and learn how data science and data visualization are important tools for scientists in all fields. In our summer camps, elementary and middle school students are introduced to a wide variety of scientific disciplines through thought-provoking, hands-on investigations, and the use of digital programs and skill building. And in our Discovery Days program, 1,200 NYCHA residents join us for Saturdays throughout the year to explore the Museum, engage in scientific conversations, and use scientific tools together as they interact in a hands-on fashion with the many fascinating objects on display.

Now, we are asking for the Council's support for the Museum's educational programs and STEM workforce development training specifically for high school and college students, so that we can continue to invest in our future scientists from 9th grade to college graduation. For FY2020, we have respectfully requested City funding to bolster three significant programs in the Museum's pipeline of science education and STEM workforce development:

- the After School Program, providing high school students with free advanced science education;
- the Saltz Internship Program, introducing high school students to careers in science through paid internships; and,
- the Museum Education and Employment Program (MEEP), which gives college students on-the-job experience alongside scientists through paid internships.

Funding requested for these programs will be used to support students by offering them skills that prepare them to graduate high school college-ready and with strong capacity to succeed in STEM careers. Whether they are gaining exposure to astrophysics in 9th grade, engaging in scientific discussions as college freshmen, or teaching Museum visitors the essentials of gravity before graduating college – students who participate in these three programs have been shown to acquire significant gains in scientific content and practices. The students themselves speak about these programs changing their lives, and describe an expanded awareness of STEM disciplines and STEM fields after completing the internships. They say they now have more options for what they want to study in college, beyond what they already had thought about. As one MEEP alumna put it:

"I knew very little about STEM as a whole. It was never really on my radar. At school there is very little exposure to such careers. At the internship, it felt like gates opened to this new world of careers that exist. It was at the internship where I truly learned what STEM has to offer and where it could take me."

By collaborating with the Council, we can continue being a place for science education for our youth for *another* 150 years. Thank you, Chairwoman Rose and Members of the Committee, for the opportunity to appear before you.

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Testimony of

Raysa S. Rodriguez

Associate Executive Director for Policy and Advocacy

Presented to the

New York City Council

Committee on Youth Services

Oversight:

New York City Fiscal Year 2020 Preliminary Budget

March 11, 2019

Good morning. My name is Raysa S. Rodriguez and I am the Associate Executive Director at Citizens' Committee for Children (CCC). CCC is an independent, multi-issue child advocacy organization dedicated to ensuring every New York child is healthy, housed, educated, and safe.

I would like to thank City Council Youth Service Chair Deborah Rose and all the members of the City Council Youth Services Committee for holding today's hearing on the City Fiscal Year 2020 Preliminary Budget. CCC appreciates the opportunity to testify.

CCC has analyzed the impact that the CFY'20 Preliminary Budget proposals would have on New York's children and families (analysis attached to this testimony). On the positive side, the Preliminary Budget proposes investments in Fair Fares reduced-price Metrocards; 3-K expansion, strategies to reduce and address childhood exposure to lead; expands healthcare to NYC residents; invests in implicit bias training for city agency workers; and the Summer Youth Employment Program. These are positive and needed investments.

Sadly, however, the City's FY'20 Preliminary Budget once again fails to fund summer programs for over 34,000 middle school students; does not address salary parity for teachers and staff in community-based early childhood programs; would eliminate Bridging the Gap, a program that has added MSWs to schools with high rates of homeless students; and fails to fund a wide range of City Council initiatives that have historically ensured that community based services for addressing health and mental health disparities, housing instability, food and income insecurity, school climate and youth development needs, as well as address the particular needs of immigrants and poor New Yorkers needing legal assistance.

Moreover, the Mayor has required every city agency (except for the public housing authority) to identify budget savings that will collectively add up to \$750 million and a detailed plan for these savings will be included in the City's Executive Budget when it is released in April.

In these challenging times, our testimony seeks to draw attention to the needs of children and youth and to identify priorities that the City administration and City Council should champion as you move into the budget negotiation process.

While we are grateful for the Administration's past investments in youth services, we are deeply concerned that this year's preliminary budget does not build upon these investments and instead proposes to once again cut funding for summer programs for middle school students, while failing to restore and baseline elementary after-school programs.

CCC strongly urges the Administration to restore summer and elementary school programs, strengthen elementary and high school after-school programs through expansion and rate increases, and restore the City Council initiatives that support youth services.

- 1) **Ensure all After-school Programs Include Summer Programming, Including the at Least 34,000 Middle School Students Whose Summer Programs are not Funded in the Preliminary Budget**

The Mayor's Preliminary Budget again fails to provide funding for summer programs for over 34,000 middle school students. This creates challenges for working parents, particularly low-income parents, who need to work during the summer months.

CCC continues to applaud the de Blasio Administration for creating SONYC, to ensure every middle school student would have access to after-school programs. This program has been implemented nearly flawlessly to the benefit of thousands of children in grades 5-8—with one exception—summer programs.

Prior to the de Blasio administration's expansion of after-school programming, all after-school programs included summer programming in addition to school-year and holiday programming, in recognition that these programs were meant to provide structured programming during all out-of-school times. In 2014, Mayor de Blasio expanded access to after-school programming to more than 34,000 additional middle school students, noting that "[l]earning shouldn't stop when the school bell rings"¹

For the past four years, advocates and the City Council have engaged in a yearly budget dance to save the summer portion of these 34,000+ after-school slots. In FY19, the administration included \$15.0 million for 22,800 students in the Preliminary Budget. This was a partial restoration, as only 22,800 students – instead of the full 34,000- were served due to limited time for planning and staffing when funding was restored in June with only a few weeks until summer.

A map and chart detailing where the 34,000 children live who will not have summer programming is included in the back of this testimony. Notably, much of this capacity is in high needs districts, with over 1,000 slots due to be cut in East Tremont in the Bronx, East New York and Brownsville in Brooklyn, the Lower East Side, Central Harlem and East Harlem in Manhattan, and The Rockaways in Queens.

It is important to note that these 34,000 slots are merely the slots we have been advocating for since the Summer of 2015. The CFY 2018 budget included \$10.333 million to expand SONYC middle school programming for approximately 3,000 children who are likely missing the summer component.

Programming during the summer months is just as important for youth and working families. Summer programs provide extra-curricular education support, positive social environments, safe supervision, recreation and healthy living activities, and a multitude of artistic, cultural, and job-exploration opportunities. Parents and guardians greatly benefit from supervised programming while they work. After-school programs are proven investments for students and communities. Studies have shown that after-school programs improve school attendance, engagement in learning, and improve test scores and grades, and that these improvements are greatest when services are targeted to students with more risk factors.² Additionally, after-school programs have also been shown to improve outcomes for student safety, student's decision-making, student health, and student behavior in school.³ Summer

¹ "New York City Launches 'SONYC,' Largest After-School Expansion for Middle School in City's History." NYC.gov (website). September 12, 2014. Available at <http://www1.nyc.gov/office-of-the-mayor/news/439-14/new-york-city-launches-sonyc-largest-after-school-expansion-middle-school-city-s-history#/0>.

² Afterschool Alliance. "Evaluations Backgrounder: A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety, and Family Life." March 2015. Available at http://www.afterschoolalliance.org/Fact%20Sheet_Afterschool%20Essential%20stats%2004_08%20FINAL.pdf.

³ Id.

programming has been found to decrease summer learning loss;⁴ and, has been found to have particularly strong academic benefits for low-income students.⁵

If summer programming is not restored for these 34,000+ middle school students, families will be left with hard decisions. Parents or guardians will be forced to either take time away from work, pay for costly private child care, or leave children unsupervised. Middle school students who are idle all day in the summer months are particularly vulnerable to experimenting in negative behavior and losing academic gains. Idle teenagers are also likely to spend more time in front of a tv, computer, or cell phone screen, and research has found links between teen screen time and depression and suicide-related outcomes.⁶

Finally, it is also imperative that the funding for summer programming be included in the Executive Budget and not restored at the last-minute in June. For two years, funding has been eventually restored for these middle school after-school summer programs, but not until the budget was adopted in June. As a result, many summer after-school providers have been unable to adequately plan, hire, and prepare for their summer programs, and many families likewise have been unprepared to take advantage of summer programming with such little notice. This has led to thousands of students not taking up services.

CCC strongly believes that effective after-school programs must include summer components.

CCC urges the Administration to fully fund and baseline \$20.35M for 34,000 summer slots in the Executive Budget and we thank the Council for being strong champions of this restoration and encourage its inclusion in the Councils March budget response.

2) Restore and baseline funding for elementary afterschool and invest in equitable rates.

CCC appreciates the City Council's commitment and support for elementary after-school programs. After-school programming enables parents to work while their children are safe and participating in academically and developmentally appropriate activities. This is particularly critical for children in elementary school who are too young to care for themselves. The Council's leadership led to the inclusion of \$16 million in last year's adopted budget, allowing 9,000 additional elementary school students to participate in COMPASS after-school programming.

This year's Preliminary Budget does not include funding for continued capacity. **CCC urges the Administration to restore \$16 million in funding for elementary afterschool and we thank the Council for being strong champions of this restoration and encourage its inclusion in the Councils March budget response. We also urge the administration to build on this investment**

⁴ Jennifer S. McCombs, et. al. *Making Summer Count: How Summer Programs Can Boost Children's Learning*. Rand Education. 2011. Available at https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf.

⁵ Catherine H. Augustine, et. al. *Kids Who Attend More Benefit More: Voluntary Summer Learning Programs*. Rand Education. 2016. Available at https://www.rand.org/pubs/research_briefs/RB9924.html.

⁶ Jean M. Twenge, Thomas E. Joiner, Megan L. Rogers, and Gabrielle N. Martin. *Increases in Depressive Symptoms, Suicide-Related Outcomes, and Suicide Rates Among U.S. Adolescents After 2010 and Links to Increased New Media Screen Time*. Clinical Psychological Science. 2017. Summary available at <https://www.sciencedaily.com/releases/2017/11/171114091313.htm>.

and the successful middle-school expansion by expanding COMPASS elementary capacity, so it can become a universal program.

In addition, there are still two different rates for elementary after-school programs. Programs that had been previously funded by the City Council (before being baselined at the end of the Bloomberg administration) are funded at a lower rate as these programs are not required to have an educational coordinator. **We urge the administration to address this inequity by adding \$8.8 million so all elementary after-school programs can be funded at the same rate, and then increase the rate for all elementary after-school programs to address the actual costs to providers who carry out these programs.**

3) Restore and Where Appropriate Baseline City Council Initiatives

The City Council's continued leadership and commitment to youth services is noteworthy. The Council's support has been instrumental to the success of many highly regarded programs and the tens of thousands of youth who rely on such programs.

We appreciate the investments the City Council made in FY19, many of which have a long history of Council support. We hope to see these programs restored and baselined in the upcoming Executive Budget.

We hope to see the following Youth Services City Council initiatives restored and where appropriate baselined:

- \$15.3 million for Cultural After-School Adventure (CASA) (DCLA)
- \$6.3 million for After-School Enrichment Initiative
- \$2.1 million for Youth Build Project Initiative
- \$1.2 million for Big Brothers Big Sister of New York City
- \$1.2 million for Sports Training and Role Models for Success Initiative (STARS)
- \$1.93 million for Physical Education and Fitness, which includes C.H.A.M.P.S, New York Junior Tennis League, and Small Schools Athletic League
- \$550,000 for Civic Education in New York City Schools

In conclusion, we greatly appreciate the City Council's commitment to protecting, supporting, and championing youth services in New York City, as these services provide the support and opportunities that often provide the tangible difference for a youth's long-term success. We are hopeful that the Executive Budget can build upon the worthwhile investments in all these youth services programs with fully restored and baselined funding.

Thank you for the opportunity to testify.



Summary of the New York City Fiscal Year 2020 Preliminary Budget

Impact on NYC Children and Families

On February 7, 2019 Mayor de Blasio released his \$92.2 billion Preliminary Budget for City Fiscal Year 2019, which begins July 1, 2019.

The Preliminary Budget proposes investments in Fair Fares reduced-price Metrocards; 3-K expansion, strategies to reduce and address childhood exposure to lead; expanded healthcare to NYC residents; implicit bias training for city agency workers; and the Summer Youth Employment Program.

On the other hand, the City's Budget once again fails to fund summer programs for over 34,000 middle school students; does not address salary parity for teachers and staff in community-based early childhood programs; would eliminate Bridging the Gap, a program that has added MSWs to schools with high rates of homeless students; and fails to fund key City Council initiatives.

Moreover, the Mayor will be requiring every city agency (except for the public housing authority) to identify budget savings that will collectively add up to \$750 million. A detailed plan for these savings will be included in the City's Executive Budget when it is released in April.

A detailed summary of the City's FY'2020 Preliminary Budget proposals that impact children and families may be found in the following pages:

The Preliminary Budget for FY 2020
Adds Funding for the Following Initiatives

Early Childhood Education

- \$25.261 million for 3K expansion starting (increases to \$35.096 million in FY 2021 and \$41.047 million in FY 2022)

Education

- \$9.278 million for Science Curriculum (FY 20 and FY 21 only)

Food and Economic Security

- \$106 million for Fair Fares (reduced price MetroCards for low income New Yorkers) in FY 2020

Health and Mental Health

- \$2.3 million for DSS, HRA, and DHS agency-wide staff implicit bias training and body-worn cameras for all HRA Peace Officers (\$1.054 million in outyears)
- \$1.231 million for LeadFreeNYC: Coordinated Care for Elevated Blood Lead Levels (same in outyears)
- \$227,000 for LeadFreeNYC: Improvements to citywide immunization registry for lead-related notifications (same in outyears)
- \$500,000 for NYC Well Quality Assurance (same in outyears)
- \$25.0 million for NYC Care in FY2020 (increases to \$75.0 million in FY 2021 and \$100.0 million in FY 2022)

Housing Quality

- \$4.263 for LeadFreeNYC in FY 2020 (\$1.551 million in outyears)

Juvenile Justice

- \$2.938 for Adolescent Population Reduction Strategy (initiatives to divert 16- and 17- year olds from detention or shorten their length of stay in jail) (\$4.357 in outyears)

Youth Services

- \$30.775 million for Summer Youth Employment Program (increases to \$32.775 in FY 2021 and \$34.775 in FY 2022). Funding reflects changes to the SYEP RFP to fund minimum wage increase and higher intensity services for priority populations.
- \$14.0 million transfer of afterschool services from Administration for Children's Services to the Department of Youth & Community Development.

The Preliminary Budget for FY 2020 Fails to Fund Key Initiatives

The Fiscal Year 2020 Preliminary Budget does not include funding to support numerous initiatives that were funded for one year when the CFY19 city budget was adopted.

- \$20.35 million for at least 34,00 middle school after-school summer program slots (FY19 budget included a one-year partial restoration of \$15 million for 22,800 children)
- \$11.9 million for students living in shelters, which includes 53 MSWs in schools with high rates of homelessness (funding in FY 2019 also included an additional \$2.0 million in City Council funding)
- \$19.0 million for Work, Learn and Grow, a year-round youth employment program
- \$2.567 for community school's sustainability
- \$200,000 for LGBTQ Family Outreach
- \$1.3 million for Restorative Justice
- \$3.5 million for Urban Advantage
- \$500,000 for Youth Health Initiative at ACS
- \$4.5 million for child care (ACS)

The Preliminary Budget for FY 2020 Does Not Fund City Council Initiatives

The Fiscal Year 2020 Preliminary Budget does not include funding to support City Council Initiatives that were funded when the CFY19 city budget was adopted.

Child Welfare and Domestic Violence

- \$9.305 million for Domestic Violence and Empowerment (DoVE) Initiative
- \$2.45 million for Supportive Alternatives to Violent Encounters (SAVE), which includes \$600,000 for Project CONNECT at ACS

Criminal Justice Services/Juvenile Justice

- \$8.107 million for Alternatives to Incarceration programs
- \$1.71 million for the Center for Court Innovation
- \$2.81 million for the Initiative to Combat Sexual Assault, which includes child advocacy centers
- \$1.2 million for Support for Victims of Human Trafficking

Early Childhood Education/Child Care:

- \$5.36 million for Discretionary child care programs (funding was \$9.855 million FY 2018)
- \$4.44 million for the City's First Readers Initiative (DYCD)

Education:

- \$500,000 for Child Mind Institute
- \$3.0 million for community schools
- \$2.485 million for the Dropout Prevention and Intervention Initiative

- \$4.39 million for Educational Programs for Students, which includes programs such as Chess in the Schools, Expanded Schools and the Middle School Quality Initiative
- \$2.0 million for Guidance Counselors for All Schools
- \$250,000 for the Jill Chaifetz Helpline operated by Advocates for Children
- \$600,000 for LGBTQ Inclusive Curriculum
- \$1.925 million for Physical Education and Fitness
- \$20.805 million for Support for Educators, which includes Teacher's Choice school supplies and the Executive Leadership Institute
- \$2.0 million for Support for Homeless Students, Bridging the Gap school-based social workers

Economic Security

- \$2.8 million for the Anti-Poverty Initiative
- \$3.499 million for Worker Cooperative and Business Development Initiative

Food Initiatives

- \$1.055 million for Access to Healthy Food and Nutritional Education, which includes restorations for EBTs in Farmers' Markets (DYCD)
- \$725,000 for the Food Access and Benefits Initiative (HRA)
- \$4.6 million for food pantries (DYCD)
- \$1.0 million for a Halal and Kosher School Lunch Pilot (DCAS)

Health Services

- \$2.5 million for Access Health NYC
- \$350,000 for Beating Hearts (automated external defibrillators for non-profits serving youth and the elderly)
- \$646,000 for Child Health and Wellness, which includes various programs such as obesity prevention, asthma programs and oral health services
- \$1.693 million for Maternal and Child Health Services initiative
- \$344,788 for Reproductive and Sexual Health Services
- \$1.775 million for Trans Equity Programs

Homeless and Housing Services

- \$1.35 million for Children and Families in the NYC Homeless System
- \$820,000 total for the Citywide Homeless Prevention Fund
- \$3.65 million for Community Housing Preservation Strategies
- \$450,000 for Financial Empowerment for NYC's Renters
- \$650,000 for Housing Court Answers
- \$1.0 million for the Mortgage Foreclosure Prevention Program
- \$2.5 million for Stabilizing NYC, a citywide coalition to prevent the loss of affordable housing

Immigration Services

- \$10 million for the New York Immigrant Family Unity Project

- \$2.0 million for the Unaccompanied Minors and Families Initiative

Legal Services

- \$5.3 million for Legal Services for Low-income New Yorkers, which includes citywide legal services and the SSI advocacy project
- \$485,000 for Legal Information for Families Today (LIFT)
- \$3.205 million for Legal Services for the Working Poor

Mental Health Services

- \$3.237 million for the Autism Awareness Initiative
- \$1.002 million for the Mental Health Services for Children Under 5 Initiative
- \$2.85 million for the Court-Involved Youth Mental Health Initiative
- \$2.179 million for Developmental, Psychological and Behavioral Health Services
- \$1.2 million for the LGBTQ Youth All-Borough Mental Health Initiative
- \$500,000 for Medicaid Redesign Transition
- \$1.794 million for Mental Health Services for Vulnerable Populations, which includes the Samaritans Suicide Prevention hotline

Youth Services:

- \$6.303 million for Afterschool Enrichment Initiatives
- \$1.813 million for COMPASS elementary after-school
- \$1.2 million for Big Brothers and Big Sister of New York City
- \$550,000 for Civic Education in New York City Schools
- \$1.2 million for Sports Training and Role Models for Success Initiative (STARS)
- \$2.1 million for Youth Build Project Initiative
- \$15.3 million for Cultural After-School Adventure (CASA) (DCLA)

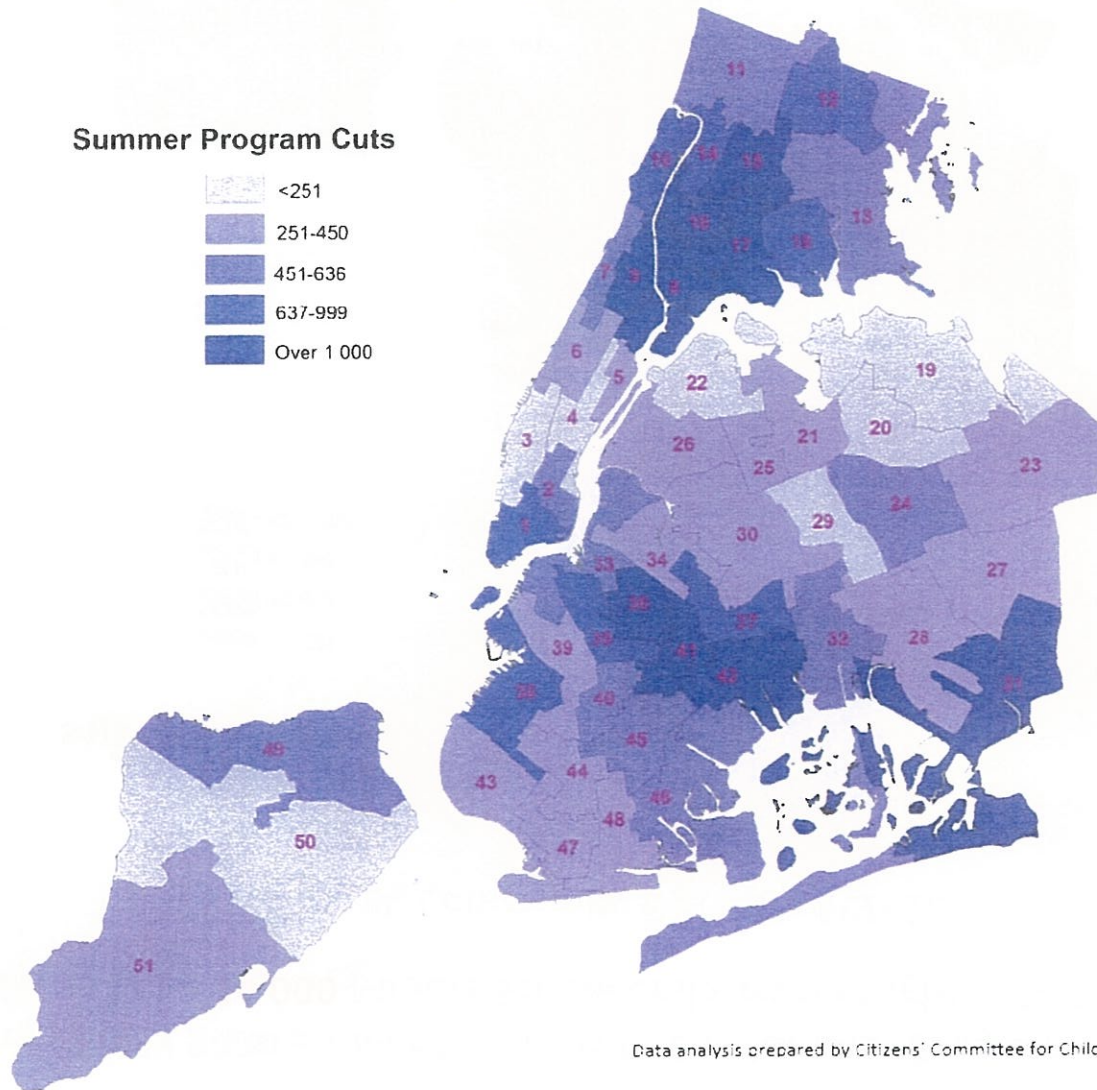
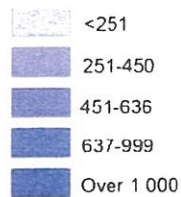
Young Women's Initiative

- The Fiscal Year 2020 Budget fails to restore \$4.242 million (funding was \$5 million in FY 2018) to fund key YWI recommendations:
 - \$417,500 for a Dedicated Contraceptive Fund
 - \$350,000 for an Initiative for Immigrant Survivors of Domestic Violence
 - \$250,000 for HRA Teen RAPP Enhancement
 - \$275,000 for the Prevent Sexual Assault (PSA) Initiative for Young Adults
 - \$154,000 for Step in and Stop it Initiative to Address Bystander Intervention
 - \$600,000 for Work-Based Learning Internships
 - \$1.1 million for Wrap-Around Support for Transitional-Aged Foster Youth
 - \$1.096 million for Young Women's Leadership Development

The City FY 2020 Budget Proposes to Cut Summer Programming for at least **34,000** Middle School Children throughout NYC

Cuts by City Council District - FY 2020

Summer Program Cuts



Data analysis prepared by Citizens' Committee for Children.

Campaign
for Children



| Council Member | # of Summer Slots Due to Be Cut |
|----------------------------|---------------------------------|
| Margaret Chin (1) | 721 |
| Carlina Rivera (2) | 590 |
| Speaker Corey Johnson (3) | 190 |
| Keith Powers (4) | 0 |
| Ben Kallos (5) | 295 |
| Heien Rosenthal (6) | 305 |
| Mark Levine (7) | 576 |
| Diana Ayala (8) | 1,631 |
| Bill Perkins (9) | 1,157 |
| Ydannis Rodriguez (10) | 758 |
| Andrew Cohen (11) | 490 |
| Andy King (12) | 885 |
| Mark Gjonaj (13) | 625 |
| Fernando Cabrera (14) | 726 |
| Ritchie Torres (15) | 1,107 |
| Vanessa Gibson (16) | 1,246 |
| Rafael Salamanca, Jr. (17) | 1,245 |
| Ruben Diaz, Sr. (18) | 886 |
| Paul Vellone (19) | 150 |
| Peter Koo (20) | 140 |
| Francisco Moya (21) | 282 |
| Costa Constantines (22) | 220 |
| Barry Grodenchik (23) | 275 |
| Rory Lancman (24) | 605 |
| Daniel Dromm (25) | 435 |
| Jimmy Van Bramer (26) | 395 |
| Daneek Miller (27) | 315 |
| Adrienne Adams (28) | 410 |
| Karen Koslowitz (29) | 195 |
| Robert Holden (30) | 305 |
| Donovan Richards (31) | 1,231 |
| Eric Ulrich (32) | 597 |
| Stephen Levin (33) | 636 |
| Antonio Reynoso (34) | 450 |
| Laurie Cumbo (35) | 720 |
| Robert Cornegy (36) | 1,060 |
| Rafael Espinal (37) | 948 |
| Carlos Menchaca (38) | 711 |
| Brad Lander (39) | 347 |
| Mathieu Eugene (40) | 500 |
| Alicka Ampry-Samuell (41) | 1,533 |
| Inez Barron (42) | 1,482 |
| Justin Brannan (43) | 281 |
| Kalman Yeger (44) | 410 |
| Julianne Williams (45) | 470 |
| Alan Maisel (46) | 537 |
| Mark Treyger (47) | 260 |
| Chaim Deutsch (48) | 366 |
| Deborah Rose (49) | 560 |
| Steven Matteo (50) | 250 |
| Joe Borrelli (51) | 410 |

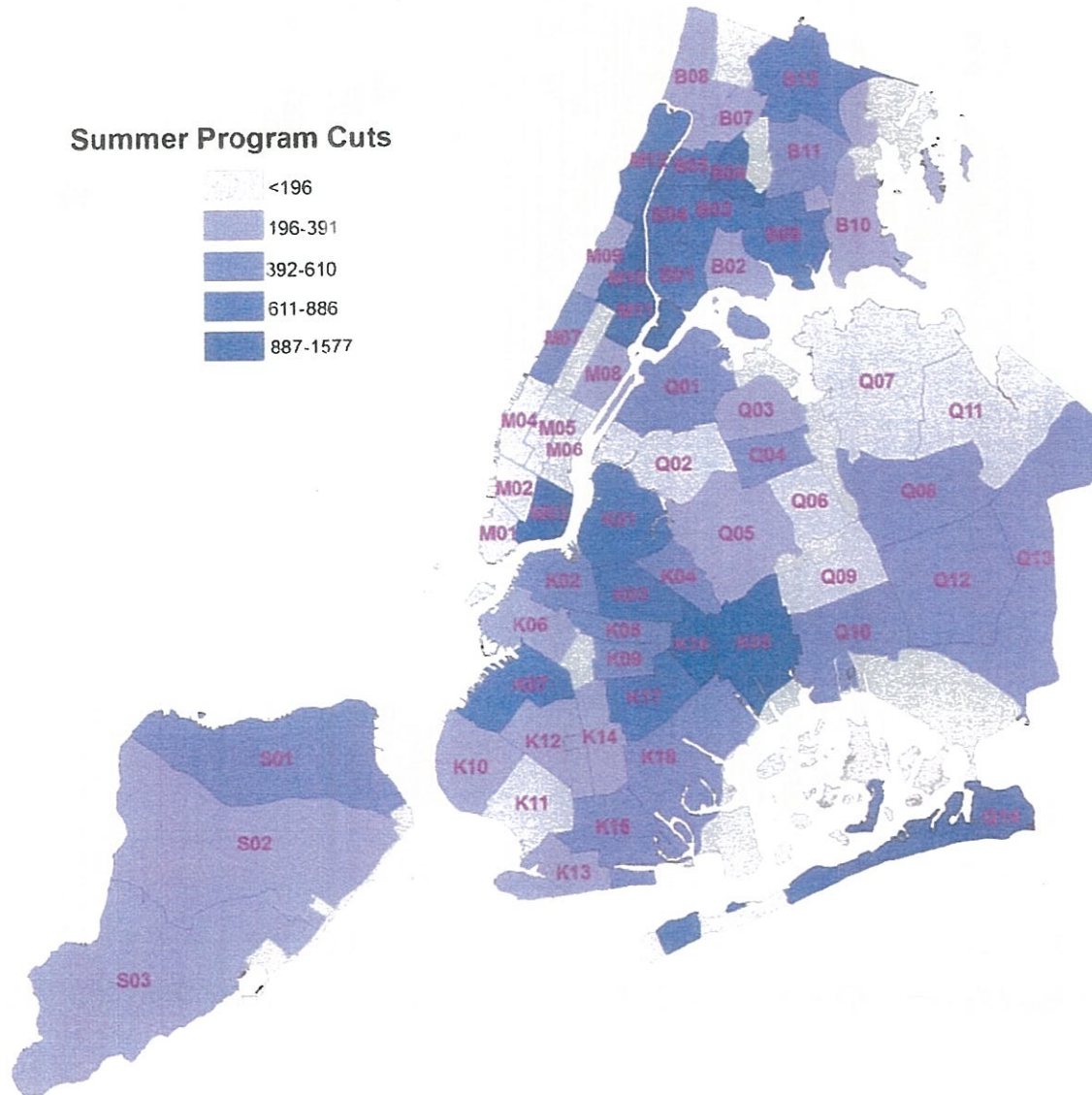
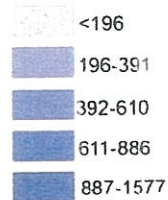
The City FY 2020 Budget Proposes to Cut Summer Programming for at least **34,000** Middle School Children throughout NYC

Campaign
for Children



Cuts by Community District – FY2020

Summer Program Cuts



| Community District | # of Summer Slots Due to Be Cut |
|---------------------------------|---------------------------------|
| Bronx | |
| Mott Haven (B01) | 670 |
| Hunts Point (B02) | 350 |
| Morrisania (B03) | 715 |
| Concourse/Highbridge (B04) | 816 |
| University Heights (B05) | 646 |
| East Tremont (B06) | 1097 |
| Bedford Park (B07) | 300 |
| Riverdale (B08) | 390 |
| Unionport/Soundview (B09) | 585 |
| Throgs Neck (B10) | 375 |
| Pelham Parkway (B11) | 500 |
| Williamsbridge (B12) | 735 |
| Brooklyn | |
| Williamsburg/Greenpoint (K01) | 671 |
| Fort Greene/Brooklyn Hts (K02) | 505 |
| Bedford-Stuyvesant (K03) | 845 |
| Bushwick (K04) | 541 |
| East New York (K05) | 1319 |
| Park Slope (K06) | 391 |
| Sunset Park (K07) | 727 |
| Crown Heights North (K08) | 595 |
| Crown Heights South (K09) | 435 |
| Bay Ridge (K10) | 281 |
| Bensonhurst (K11) | 195 |
| Borough Park (K12) | 330 |
| Coney Island (K13) | 260 |
| Flatbush/Midwood (K14) | 335 |
| Sheepshead Bay (K15) | 442 |
| Brownsville (K16) | 1577 |
| East Flatbush (K17) | 671 |
| Canarsie (K18) | 591 |
| Manhattan | |
| Battery Park/Tribeca (M01) | 131 |
| Lower East Side (M03) | 1030 |
| Chelsea/Clinton (M04) | 190 |
| Midtown Business District (M05) | 100 |
| Murray Hill/Stuyvesant (M06) | 50 |
| Upper West Side (M07) | 526 |
| Upper East Side (M08) | 295 |
| Manhattanville (M09) | 265 |
| Central Harlem (M10) | 1087 |
| East Harlem (M11) | 1281 |
| Washington Heights (M12) | 795 |
| Queens | |
| Astoria (Q01) | 470 |
| Sunnyside/Woodside (Q02) | 145 |
| Jackson Heights (Q03) | 242 |
| Elmhurst/Corona (Q04) | 475 |
| Ridgewood/Glendale (Q05) | 305 |
| Rego Park/Forest Hills (Q06) | 195 |
| Flushing (Q07) | 185 |
| Fresh Meadows/Barnwood (Q08) | 555 |
| Woodhaven (Q09) | 80 |
| Howard Beach (Q10) | 491 |
| Bayside (Q11) | 105 |
| Jamaica/St. Albans (Q12) | 610 |
| Queens Village (Q13) | 560 |
| The Rockaways (Q14) | 1137 |
| Staten Island | |
| St. George (S01) | 510 |
| South Beach (S02) | 390 |
| Tottenville (S03) | 320 |



Whitney W. Donhauser
President & Ronay Menschel Director
Museum of the City of New York

Chair Rose and members of the committee thank you for the opportunity to testify. I am Whitney Donhauser, President and Ronay Menschel Director of the Museum of the City of New York. The Museum is one of 33 organizations within the CIG—the Cultural Institutions Group—that are located on City-owned land or in City-owned buildings. We work in concert with many partners to provide cultural, educational, and community services in a wide variety of ways. Our work is vital to fostering a healthy, vibrant, equitable and inclusive community. We work with all ages, in all demographics, all over the City. We are grateful for the Council's support for culture and the arts in New York City throughout the years that yields a monumental return on investment for all New Yorkers

I am here today to provide information about some of the exciting work we are engaging in with the city's youth and to advocate for funding in the FY20 budget.

The Museum of the City of New York presents each year more than a dozen exhibitions and hundreds of adult, family, educator, school fieldtrip, tots, and youth programs such as an LGBTQ Teen summit and free SAT prep classes. One program I would like to highlight is our Museum Educator Internship program that has been operating since 2012.

The program engages 8 to 10 youth aged 18 to 24 years old who are at a turning point in their lives, having had barriers in their education and careers, but who demonstrate a desire to grow professionally and work with children. The interns are recruited in collaboration with local partners the Stanley M. Isaacs Center, Mount Sinai Adolescent Health Center, The Door, and Exalt. The interns are paid and participate in a three-month training on education pedagogies, object inquiry, public speaking, and more. The interns explore the city, the museum, and learn how to teach. They then lead summer programs for thousands of young learners.

Their training includes offsite visits to observe and learn from others working in cultural institutions and organizations such as the Innocence Project Brooklyn Museum, Weeksville Heritage Center, The Intrepid Museum, The Highline, and during the New York City Museum Educators Roundtable Conference. On their final day, the interns present their work to local partners and leaders and we were thrilled to have our East Harlem Council Member, Diana Ayala, speak with the students at that session.

Alumnae go on to college or complete their High School equivalency programs. Some have continued working here in the Museum shop, as IT interns, or assisting with family and community development programs such as the Africa Center's neighborhood celebration, and some return as mentors to the newest cohort of interns.

And our CIG colleagues provide equally important programs including:

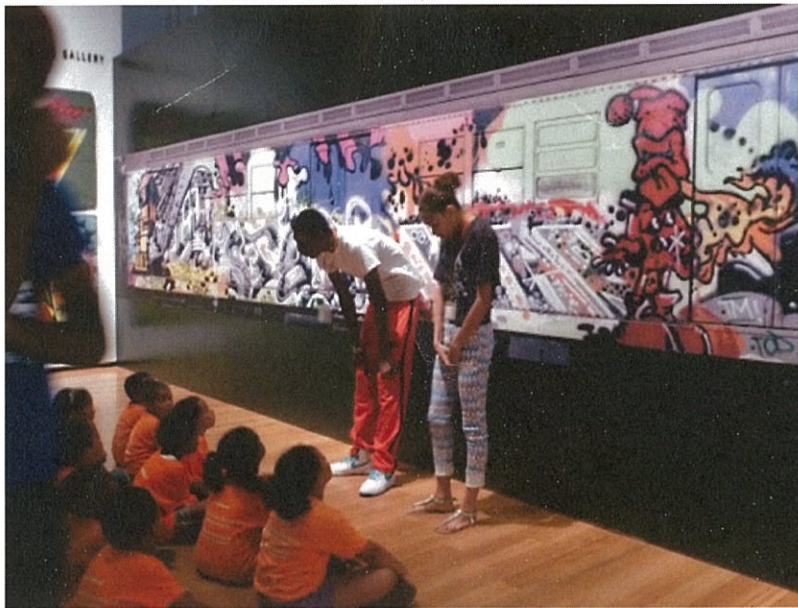
- **Staten Island Children's Museum's** *Ladders for Leaders* that provides pathways for employment and college readiness;
- **Brooklyn Children's Museum's** free after-school program at PS 189, a Title 1 public school in Brownsville; a 5-week summer program and free holiday time care for children.
1220 Fifth Avenue • New York, NY 10029 • 212.534.1672 • fax 212.534.0687 • www.mcny.org

- **Carnegie Hall** with the Neighborhood Opportunity Network offers young people in seven New York City communities the chance to explore the arts and help them establish positive peer relationships and develop important social and career skills.
- **Queens Botanical Garden** Summer Youth Employment Program hosts 30 to 45 young people for six weeks working with horticulture, maintenance, and visitor service staff.

In 2017 the CIG—with many others—partnered with the City to produce CreateNYC, the City's very first cultural plan. The plan is ambitious, with 8 focus areas seeking to have an impact on equitable access to and participation in arts and culture. The plan aligns with existing programming at museums, botanical gardens, and zoos across all 5 boroughs such as those I've outlined.

With continued city funding these programs can be continued and with additional funding expanded. The Cultural Institution Group requests \$30 million in the City budget in order to reach our previous FY'09 funding level but, understanding the current financial constraints, at a minimum, we ask to be held harmless. In prior years that has also been additional funding and if that eventuates, we ask that it be divided evenly between CIGs and program groups.

I thank the members of this Committee, and the City at large, for the ongoing partnership in arts and culture.



Visiting Educator Evaluation Quotations

- "The tone, pacing and wording of the presentation was very appropriate! How awesome to have the educators represent our youth's own background :)"
- "Tour guides were very informative. They both had a tremendous amount of patience in dealing with my students who were a bit all over the place. They were able to engage the children in the activities and the artwork."

Intern Post-Survey Reflections

- "...I'm so thankful for the experience I've had with you all, I can honestly say that this internship helped me find out what I want to study in school, which is early childhood education. Thank you so much for this, this made me change a lot. I'm so glad that I got chosen and didn't give up, as much as I wanted to at the beginning. I just listened to your advice which made me stick through the whole thing." Jessica Pantoja, 18
- "Go for everything. Learning something new could be the best thing that could happen to you." – Jessica Nieves, 19



GETTING OUT STAYING OUT

Getting Out and Staying Out

Testimony

Mayor's Preliminary Budget Hearing - Youth Services

March 11, 2019

Founded in 2004, Getting Out and Staying Out (GOSO) is a comprehensive reentry program, serving 16- to 24-year-old young men who have been involved in the criminal justice system. We work with participants from all five boroughs; many we meet during the four days a week we provide services in the jails on Rikers Island, others join our community program—located in East Harlem—through referrals from probation and parole officers, judges and District Attorneys, defense attorneys, alternative-to-incarcerations programs, elected officials' offices, and other participants. Additionally, we correspond with hundreds of participants currently incarcerated in upstate and Federal prisons.

Our recidivism rate is approximately 15%—well below the national average of 67%.

We currently have over 700 participants in our community program. At GOSO, we focus on the three E's—employment, education, and emotional well-being. Our program is tailored to address those core concerns, while also providing individual attention to each participant's individual needs and goals. All participants work with a licensed social worker—LMSWs and LCSWs—who are equipped to provide psychotherapy as well reentry planning. Every week, we run a comprehensive job readiness curriculum that all participants must pass in order to move forward in our program. If and when they do pass, they are eligible for a number of different programs designed to help them achieve personal and professional success.

Much of the core anti-recidivism programming I will discuss is funded by New York City's Department of Youth and Community Development (DYCD). While it's clear that it is our participants—young men who have made the commitment to change their lives and avoid reinvolverment in the criminal justice system—who put in the hard work, we would not be able to provide this life-changing programming without the support of departments like DYCD. GOSO is known for the work we do with court-involved youth, and we often get referrals from other agencies and non-profits because of the work we do with the younger population. GOSO is also one of a few programs that works with all court-involved young people, no matter the charges.

Our program has an on-site TASC program run in collaboration with the Department of Education. This year, we have enrolled 32 participants in our school who are working toward their high school equivalency diploma. We also provide support to our participants who are in college or trade school, including MetroCards and books.

We also provide monthly vocational trainings, to prepare our participants for the careers they seek to earn. Since November of 2018, 49 our participants earned their OSHA-30 Construction certifications, along with their 4-hour Flagging and 4-hour Scaffolding certifications; 13 participants earned their 8-Hour and 16-Hour Security Guard certifications.

Employment is a huge goal for our participants. Since 2013, GOSOWorks, our employment development program, has placed nearly 500 participants in internship-to-employment opportunities with local business around the city. Approximately 65% of these participants complete their placements. This wage subsidy helps level the playing field for our participants, assisting them in entering full-time, on-the-books jobs in competitive fields. Recently, we've had a number of participants accepted to the Local 79 Mason Tenders Union.

As a staff of mental health professionals, we seek to address the biopsychosocial issues that our participants experience. Even before their first interaction with the justice system, our participants faced poverty, racism, trauma, and a number of broken systems. Often, these issues were exacerbated by the trauma of incarceration. Successful reentry cannot happen without a robust emphasis on mental health and emotional well-being. Through individual and group therapy, trauma-informed interventions, psychoeducation, and referrals to more intensive psychiatric services, the staff of GOSO seeks to destigmatize mental health treatment, and encourage our participants to prioritize their emotional well-being. Every career manager at GOSO is also an MSW-level social worker, which sets us apart from other reentry organizations.

GOSO has grown exponentially in recent years due to increased referrals from clients and our community partners. It is crucial that we be able to continue providing this effective programming in FY20 to a growing number of justice-involved young men. We believe that this programming—funded in large part by DYCD—allows us to provide the opportunities necessary for our participants to make productive choices about their future and help them achieve their personal and professional goals. I appreciate the opportunity to speak about this matter. Thank you for your time.



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**Testimony of United Neighborhood Houses
Before the New York City Council
Committee on Youth,
Honorable Debi Rose, Chair**

At the FY 2020 Preliminary Budget Hearing

Presented by Gregory Brender, Director of Children and Youth Services

March 11, 2019

Good Afternoon. Thank you, Chair Rose and members of the Committee on Youth Services for the opportunity to testify. My name is Gregory Brender and I am here on behalf of United Neighborhood Houses.

United Neighborhood Houses (UNH) is a policy and social change organization representing 42 neighborhood settlement houses that reaches 765,000 New Yorkers from all walks of life.

Now in our 100th year, UNH is stewarding a new era for New York's settlement house movement. We mobilize our members and their communities to advocate for good public policies and promote strong organizations and practices that keep neighborhoods resilient and thriving for all New Yorkers.

UNH leads advocacy and partners with our members on a broad range of issues including civic and community engagement, neighborhood affordability, healthy aging, early childhood education, adult literacy, and youth development. We also provide customized professional development and peer learning to build the skills and leadership capabilities of settlement house staff at all levels.

UNH and its Settlement House members have a deep commitment to fostering the development of New York City's youth. As part of this work, settlement houses are major providers of after-school programs offering:

- COMPASS elementary school after-school and summer programs serving more than 12,400 students in both public schools and community-based sites;
- SONYC middle school after-school and summer programs for more than 8,700 students at both public school sites and in community spaces;

- Beacon Community Centers in public schools and Cornerstone Community Centers in NYCHA developments in which more than 22,000 youth and adults participate in programs;
- State Funded 21st Century Community Learning Centers, Empire State After-School programs and Advantage After-School programs which serve nearly 5,000 youth.

Settlement Houses also play a large role in providing young people with work experiences. This includes:

- Serving as the SYEP contractor who trained young people, recruited worksites, and monitored and inspected SYEP placements for more than 14,000 youth in the summer of 2018;
- Serving as the SYEP worksite for many young people whose summer jobs are in settlement house summer camps, senior centers, early childhood programs or central offices;
- Coordinating Work, Learn & Grow programs- the school year component to SYEP more than 1,100 youth;
- Developing internships for high school students completing their degrees in Transfer Schools and Young Adult Borough Centers through the Learning to Work Program; and
- Offering programs that reconnect Out of School Out of Work Youth to both education and the workforce including programs such as Intern and Earn, Learn and Earn and Youth Build.

UNH is part of the steering committee of *Campaign for Children*- a coalition of more than 150 organizations working towards high-quality early childhood education and after-school programs for every child in New York City. Along with *Campaign for Children* we work with the Youth Committee members and other City Councilmembers to bring the voices of youth to City Hall.

UNH also leads the *Campaign for Summer Jobs* advocating for City and State investment in the Summer Youth Employment Program (SYEP). In this role, UNH continues to work closely with SYEP providers to identify and resolve issues with the new procurement for SYEP contractors.

COMPASS and SONYC Rates

COMPASS and SONYC are indispensable programs for New York City's children and youth. They provide young people with the recreational activities, homework help and the social-emotional learning that a classroom experience alone cannot provide. These programs are also a lifeline for working parents who rely on these programs for care and support.

On May 10, 2018 DYCD released two Requests for Proposals for COMPASS and SONYC after-school programs.

- **EPIN: 26018I0007** - The latest SONYC RFP to re-procure 81 existing SONYC After-School and Summer Programs for middle school students which in this testimony we will call the SONYC RFP;
- **EPIN: 26018I0006** - The latest COMPASS RFP to re-procure 271 existing COMPASS After-School and Summer Programs for elementary school students which in this testimony we will call the SONYC RFP.

These requests for proposals (RFPs) were initially due July 10th and then extended until October 2nd after UNH, other advocates and providers raised concerns about the funding levels. We analyzed provider financials to show how the rates as proposed in the RFPs would not cover the costs of the Cost of Living Adjustments and the indirect rate contract adjustments that the City had been in the process of implementing as part of its non-profit resiliency work.

We commend the Administration for recognizing this unintended consequence and on September 24, 2018, the administration cancelled both the COMPASS and SONYC RFPs and announced plans to extend contracts for the providers serving the 352 public schools that were included in the RFP. Moreover, the City promised an engagement process that would include both current and prospective providers to “gain a deeper understanding of the costs associated with program delivery and draw out best practices across the sector for managing to the City’s standard per participant funding structure.”

Moving Forward

UNH has begun working with after-school providers of different sizes and program models to develop sample budgets for both COMPASS and SONYC programs that can show the true costs of providing high-quality after-school programs.

Furthermore, UNH has identified several issues that must be addressed for this process to succeed:

- **Disparate Funding Levels:** COMPASS After-School programs for elementary school students that were previously funded by the City Council and baselined or are currently funded by the City Council are funded at a base rate of only \$2,800 per child which is \$400 lower than the \$3,200 base rate for COMPASS programs.
- **Full Implementation of Indirect Rates and Cost of Living Adjustments:** A survey of 206 COMPASS and SONYC programs conducted by United Neighborhood Houses found that 51.9% of programs has not received funding for at least one round of COLAs or to adjust the indirect rate. These costs must be fully addressed.
- **The Increase in the Minimum Wage:** COMPASS and SONYC budgets must reflect the increased costs of paying staff at the minimum wage and allow for increases for staff who have gained seniority so that they earn above minimum wage.
- **Funding to cover the cost of an increased salary threshold for overtime exemptions.** On December 31, 2018, the threshold salary for classifying an employee as exempt from overtime regulations for an organization with more than 11 employees in New York rose to \$1,125 per week (\$58,500 annually). Almost all COMPASS and SONYC directors work longer than a 35-hour workweek particularly in the summer when New York City Health Department requirements mandate coverage for as much as 10 hours per day. COMPASS and SONYC budgets typically do not allow for providers to pay directors salaries at this level. Budgets must include funding to

ensure that providers can comply with both the strict standards of the Health Code and labor law.

In order to develop adequate rates for COMPASS and SONYC programs, UNH urges DYCD and the administration to:

- Work collaboratively with providers to address the issues detailed in this testimony;
- Ask providers about the true costs of services;
- Create a concept paper with a model budget which gives providers, advocates and other stakeholders an opportunity to respond before another RFP is released.

SONYC- Summer Programs for Middle School Students

Background

Summer programs provide the recreational activities and educational reinforcement that keep young people engaged and learning throughout the year.

And summer programs are a key support for families. In fact, in a survey conducted by *Campaign for Children* of 2,500 parents with children in summer programs, nearly 90% of parents reported they rely on summer camp so they can work or go to school, and that their children learn crucial academic skills while in summer camp. Nearly two-thirds of parents also reported that they relied on the free meals at summer camp to ensure their youth receive nutritious meals.

One of Mayor de Blasio's important investments upon taking office was the expansion of middle school after school programs now known as SONYC. The SONYC initiative expanded access to after-school programs for middle school students to that every student who wanted a place in an after-school program could get one. SONYC is operated entirely through community-based organizations which provide these programs in schools, public housing developments and other community spaces.

And SONYC is a success. Mayor de Blasio said "...{k}ids are learning and – and they like it. We're growing tomorrow's leaders, keeping kids safe and busy while parents are at work, building their confidence and closing in on the achievement gap."

After school programs typically include summer activities as part of their model both because parents need care for their children when schools are closed and because keeping kids active and engaged is the most effective strategy for combating summer learning loss. The inclusion of a summer component is a key part of SONYC's success up until this point.

Unfortunately, in his FY 2020 Preliminary Budget, the Mayor has, for the fifth time, eliminated funding for summer programs serving more than 34,000 middle school students. This cut will affect middle school students and their families in all five boroughs and across fifty City Council Districts. We deeply

appreciate the strong support that SONYC summer programs has received from this committee and from the City Council at large.

However, the Mayor must restore SONYC summer funding in the Executive Budget because the City Council can only put funds into programs in the Adopted Budget, forcing providers to organize and launch programs with as little as a few weeks' notice - and many are unable to do so. Before starting a summer program for youth, providers need to:

- Secure space and make sure it complies with all relevant standards including all of the requirements that are part of the School Aged Child Care (SACC) regulations that do not apply to the public school sites where many summer programs take place;
- Recruit, train and clear staff, including background checks to ensure that nothing in a job applicant's history would prevent them from holding a position where they interact with minors;
- Enroll program participants; and
- Plan activities such as group projects and trips.

Moving Forward

The FY 2020 Executive Budget presents an opportunity to get this right. By funding SONYC summer programs in his FY 2020 Executive Budget, Mayor de Blasio can ensure that:

- Parents know months before summer begins that they have a safe, positive developmentally appropriate place for their children to be during the school day;
- Providers can develop a plan for the summer ensuring that programs link their curriculum to what is happening in school and quality events and trips are planned;
- Schools and providers can begin to collaborate on ensuring appropriate space is available and maintained; and
- Programs have time to register youth and hire staff.

We urge the administration to ensure that these crucial programs are fully funded in the FY 2020 Executive Budget.

COMPASS After-School Programs for Elementary School Students

Background

After-school programs are especially important during the elementary school years. Elementary school children cannot be left unsupervised and many parents are concerned for their children's safety and their social-emotional growth if they return to an empty apartment without adult supervision when school lets out. There are incredible benefits to positive engagement in after-school programs. As schools required to push academic achievement earlier, after-school programs are often the only space left for many meaningful activities that promote social-emotional learning that is so important for children as they grow.

With the launch of SONYC, the City made a commitment that after-school programs would be available to every middle school student who wanted one. Working with a large network of community-based providers, the City defied skeptics and achieved this important goal in under two years.

For elementary school students however, there is a significant service gaps in neighborhoods throughout the City. Providers often have lines of parents waiting to register their children for programs and many carry significant waiting lists. Moreover, many principals have reached out to their local settlement house in the hopes of getting an after-school program in their school or the capacity to serve more children in the programs that already exist.

We have also heard from many members of the City Council that they are frustrated that elementary schools in their districts either have no free or affordable after-school options or that those that do exist serve only a fraction of the families who need these services.

Moving Forward

We believe that the City must now act to ensure that children as young as five years-old do not become latchkey kids.

UNH urges the City to expand after-school programs for elementary school students so that every family who needs a program can find one.

Summer Youth Employment Program

Background

UNH has been a longstanding proponent of the Summer Youth Employment Program and has for 18 years led the Campaign for Summer Jobs which worked with both the State and the City to significantly increase the number of youth served and the quality of work experience of SYEP participants. Through SYEP, young people have the opportunity to earn paycheck and participate in what is often their first job. Through SYEP, they gain skills and experience, and many find longer term work through their participation in SYEP.

New York City's Summer Youth Employment Program is now at a crossroads. On February 27th, DYCD released awards from a new RFP of SYEP contracts which makes dramatic changes to the program.

The SYEP RFP

The SYEP RFP is incredibly ambitious and required providers to assume significant new responsibilities. Achieving its ambitious goals will require significant new investments in the rates paid to providers

and support from the City. We are concerned that even at this late stage, with awards having been made and programs starting this July the City has not gone far enough to ensure that providers have the resources to achieve the goals laid out in the RFP.

The RFP bid contracts for SYEP into several competitions

- SYEP School Based Model (Programs that work intensively with a single school to match students with internships that relate to school curriculum or student interest)
- Younger Youth SYEP (SYEP for 14-15 year olds)
- Older Youth SYEP (SYEP for 16-24 year olds with the preponderance of jobs for 16-18 year-olds)
- Ladders for Leaders (Internships for High-Performing Youth)
- Year-Round Sector Focus Programs (SYEP linked to work during the school year such as through Work, Learn and Grow)
- SYEP for vulnerable youth (SYEP that served high-needs populations including youth in foster care)
- SYEP for Mayor's Action Plan for Neighborhood Safety (Universal access to SYEP for youth living in one of 15 New York City Housing Authority (NYCHA) developments that are part of the Mayor's Action Plan)
- SYEP for NYCHA (Universal Access to SYEP for youth living in select public housing developments that are not part of the Mayor's Action Plan for Neighborhood Safety)
- SYEP for Cure Violence (SYEP linked to a Cure Violence program)

UNH is particularly concerned about the viability of the RFP's Younger Youth Model. This model moves away from traditional SYEP towards a stipended, group project led by the SYEP provider. Operating this model will require significant planning and staffing as the youth will be placed at the provider organization and not worksites. Furthermore, it will be the responsibility of the provider to develop activities in which the youth participate.

This concern is heightened by the fact that many providers report being awarded significantly more Younger Youth slots than they included in their responses to the RFP. In fact, several providers have reported that their wards decreased the number of jobs for Older Youth and increased the number of youth who would participate in this new model.

Moving Forward

In order to ensure that the ambitious goals of this new RFP are met, UNH urges that the City take the following actions:

1. Provide Baseline Funding to maintain the number of SYEP jobs for Older Youth. UNH is concerned that the reductions many providers have reported in Older Youth jobs will lead to fewer jobs available for this population. UNH urges that the City provides baseline funding to maintain the number of jobs for Older Youth in future summers.
2. Increase the rates providers are paid to account for new costs including increased staffing in the School-Based Model which requires in-depth counseling with participants and

coordination with a school, the Vulnerable Youth model which requires training for worksites and support for participants and the Younger Youth model which requires staffing and planning.

Work, Learn, and Grow

Background

Work, Learn and Grow (WLG) is the school year component to the Summer Youth Employment Program. WLG provides career readiness training and paid employment opportunities during the school year for youth enrolled in SYEP. WLG reinforces and enhances the benefits of SYEP.

The program was piloted in FY16 with \$16.2 million and allowed more than 6,000 youth who had taken part in the Summer Youth Employment Program (SYEP) the previous summer to engage in employment activities during the school year. Younger youth (14 and 15) engage in workforce preparation (workshops, job shadowing), while older youth (16-24) simply work at a private employer. Wages are paid by the City. The program was continued at the same funding level in FY17 and increased to \$19 million in FY 2018 and FY 2019.

The launch and expansion of WLG also support the work of SYEP providers. WLG gives SYEP providers the year-round staff they need to recruit and inspect worksites prior to the summer. SYEP

Moving Forward

UNH is a strong proponent of the WLG model. In order to strengthen the program UNH urges the City to baseline \$19.9 million for WLG in FY 2020 and develop a plan to expand WLG to serve a larger proportion high schooler students.

Thank you for the opportunity to testify. I am happy to take any questions.



UNITED ACTIVITIES UNLIMITED, INC.

1000 Richmond Terrace, Bldg P, 3rd Fl, Snug Harbor Cultural Center, Staten Island, NY 10301
(718) 987-8111 * Fax (718) 981-7152 * <http://www.unitedactivities.org>

Dear Youth Service Committee,

March 11, 2019

We will like to first thank the Committee on Youth Services, Councilwoman Rose, Councilwoman Chin, Councilman King, Councilman Eugene and Councilman Brannan for taking the time to hear from United Activities Unlimited (UAU) and other community organizations today. As you know, UAU has been a provider of DYCD's SYEP program for the past 15 years. We would like to applaud the Council's commitment to the program and the families we serve. Upon review of the direction DYCD proposes to take SYEP, UAU would like to comment on two items we understand our community are concerned about:

1. The Work, Learn and Grow (WLG) program has been a successful program that should continue to be available for our young people and merits baseline funding as the "Year Round" initiative does not address winter/spring employment opportunities

2. The slots for the traditional Community-based initiatives under SYEP should not be reduced over time as outlined in DYCD's RFP as it would limit the chances for youth not in specific DOE schools to participate in the program.

UAU advocates to restore funding to the Work, Learn & Grow program with a commitment to a three year cycle through a RFP so that is a stand alone program. The extensive nature of the program allows for several things to happen. Firstly, participating in the program over the course of the school year allows students to develop crucial skills such as time management and responsibility. The hands-on learning that takes place at work also reinforces concepts learned in the classroom, especially when students are working in an industry related to their studies and career interests. It's more difficult for students to draw connections between curriculum and real-world application when they are not happening simultaneously.

Secondly, the extended duration of the program teaches participants the importance of commitment, and gives both the intern and the employer a chance to develop a relationship. Over the course of several months, employers are more likely to invest in their interns and train them in areas that are likely not worth teaching during a shorter program. Likewise, over a shorter period, interns don't have an opportunity to get comfortable in the workplace or a chance to become accustomed to their systems. According to US News, in most jobs, it takes anywhere from three to six months to feel well adjusted. Giving interns several months to get comfortable builds their confidence and allows them to meet their potential. As Wesley Fong at Staten Island Pediatric Dentistry put it, "I feel as though I really excel at the work I am responsible for. The staff expected a lot out of me and that motivated me to fulfill their expectations. I was able to establish a professional relationship which could lead to future opportunities."

The length of Work, Learn & Grow also allows for several things to happen. Our staff is better able to provide more in-depth attention to each individual participant and develop relationships with them to offer meaningful guidance anytime throughout the

program. These mentorships culminate in the two reflection sessions where staff and participants meet in an intimate group setting. Participants not only reflect on their work experience, but have opportunities to work more in depth on their resumes, practice job interviewing, and develop job skills as well as life skills.

Without programs like Work, Learn & Grow, there are few opportunities for employers and employees to explore whether they are compatible with each other. While short-term programs like SYEP have tremendous value, those few weeks are not enough time for employers to gauge whether their intern is someone they would want to hire independent of the program. Likewise, interns aren't well enough adjusted to know whether their worksite is somewhere they could envision themselves long term. As Daniel Elogoodin at Robert DeFalco Realty said, "My WLG experience allowed me to spend a longer time at my worksite, which helped me adjust to it better and build effective relationships with my supervisors. I used my web design skills to edit their website and retrieved expired house listings. I became a key contributor at my worksite." Daniel's supervisors likely would not have trusted him to work on their website without having the time to develop him first. Without the chance to get well adjusted, it's unlikely Daniel have the confidence to call himself a "key contributor."

Another factor worth considering is the rise in minimum wage. As employees are becoming more expensive to pay, employers are becoming increasingly reluctant to hire. Young students, specifically High School students or College students who lack experience, with limited experience need a chance to prove their worth. The only way to do that is to temporarily relieve employers from the financial burden for the duration of the program until interns have proven they are worth hiring in the long term. In all, DYCD's "Year Round" initiative does not sufficiently fill the needs of WLG as the "Year Round initiative" speaks only on creating a pipeline of what is learned in a program during the year and creating summer jobs in those specific fields. The WLG program on the other hand provides paid internships **during** the course of the school year to **any** summer participant given that they are currently in school. The WLG program allows the students to earn much needed supplemental income while preparing them for the world of work.

UAU advocates that a commitment the school-based model does not mean the need to defund slots to the traditional Community- Based model. On Page 3 of DYCD's SYEP Community Base RFP:

Over the next few years, in keeping with the de Blasio Administration's vision for strengthening of the City's workforce development system, DYCD envisions expanding SYEP opportunities across more New York City public schools to better integrate work experiences and academic preparation as youth begin career exploration and work experiences. Implementation of this vision will result in a gradual shifting of slots from the Community-Based model to the School-Based model, and therefore DYCD reserves the right to reduce the service levels of programs in Service Option 1 – Younger Youth and Service Option 2 – Older Youth. However, DYCD will ensure that programs maintain viable service levels

While we recognize and appreciate the benefits of the school- based model, we see several problems in moving away from the community-based model in favor of it.

Firstly, we need **more clarity** on the how additional host schools would be selected. We fear that limiting our scope to niche schools is not reflective of the youth population as a whole, especially on Staten Island where only one school was selected. The majority of students collectively attend non-CTE/ community public schools, private and Catholic schools, and local colleges and universities. Moreover, only 2% of the student body of those attending CTE school participate in the CTE program. Even in the schools selected, there is a capped number of slots allotted to the specific school. By prioritizing niche schools via the school-based model, we are disserving this majority who either do not attended the schools selected by DOE/ DYCD and those out of school. It forces non- selected schools/ students to compete in a pool where more applicants are applying but less slots will be given.

Secondly, **SYEP has been proudly marketed as a “program for everyone.”** It is important that services are offered to a broad range of individuals with varying backgrounds, interests and skills. The lottery system is a unique selling point of the program, as applicants gravitate towards the notion that they have as much of a chance at a job as the next person - no matter their neighborhood, income, education or any other aspect of their life. Having insufficient job experience or limited technical skills can discourage youth from seeking out their first job, but the lottery system can alleviate that anxiety.

On the contrary, retracting the lottery system creates an aura of exclusivity that contradicts the inclusive values we strive to convey. To stray away from such a foundational component of the program would send mixed messaging and create confusion surrounding our mission and who it is that we serve. While we are not arguing against special considerations, slot allocation should be proportionate to, and reflective of, the community as a whole.

We hope that the council will consider the concerns we've put forth as a decision is formed on the fate of these two beloved programs.

Sincerely,
Tatiana Arguello
Program Director of SYEP
278 New Dorp Lane, SI, NY 10306
Targuello@unitedactivities.org
718-689-4899

More Testimonies for Restoring Funding for WLG PROGRAM

"I had to manage my time more with WLG than SYEP, but I preferred WLG. Doing the work did not feel like a chore, but something I looked forward to. The work was hard, but the people there made it enjoyable. I made two new friends and we hang out every so often. I was not expecting it to be such a fun and memorable experience. I learned that with the right mindset, a job does not have to just be a job."

-Thomas Horenburg, P.S. 8

"WLG has given me the opportunity to expand on my career goals as a teacher. I was able to gain experience working with kids and interacting with their parents. I also improved my communication skills which allowed me to be more comfortable in handling situations at the worksite. My boss is also interested in hiring me after the WLG program!"

- Jessica Calabria, UAU PS 55

"The WLG Program allowed me to gain a new experience in a different field, which has broadened my career goals. This program taught me how to efficiently manage both school and work on top of maintaining a social life."

- Mohammad Abuzahrieh, C-Town Supermarket

"My time with WLG has been an excellent experience. I have gained valuable office knowledge and how to conduct myself in a professional manner. I was able to earn some money while attending school and I am currently saving this money for when I go to college this Fall."

-Pasquale Auletta, UAU New Dorp Office

"Unlike SYEP, WLG provides a more long-term work experience and gives the option to create better and longer lasting rapport with supervisors. One of my supervisors is an IT technician and I was able to talk to him about what that career field is like and how to pursue such a career."

-Edward Ng, SI Tech IT Department

"My WLG experience was different than my SYEP experience because I was able to work at my college which made things much easier during the school year. I have built long-lasting relationships with my supervisor and co-workers. They have even helped me obtain a job on campus outside of the workforce program!"

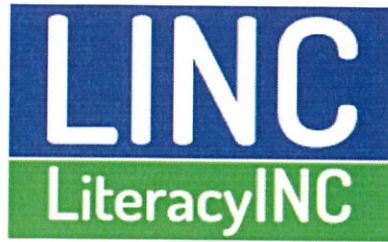
-Genesis Orelus, CSI Internships

"In the WLG program, I was able to work at a business rather than a school. I really enjoyed working at Modell's because I developed very valuable people and sales skills. I have built relationships with my supervisors and coworkers. Overall, my experience with WLG has been a very enjoyable and fun one."

-Jacqueline Pantoja, Modells

"During WLG I was able to get to know my coworkers a lot better. I enjoyed WLG more because I was able to experience almost having a "real job" and I was able to see what it was like to work while also attending school. The environment was very friendly and made me realize that I want that experience for any job in the future."

-Madeline Gomez-Perez, Staten Island Children's Museum



Literacy, Inc. appreciates the opportunity to testify about the important work we are doing as part of the New York City Council's early literacy initiative, City's First Readers. LINC programs surround children from their earliest days with increased opportunities to read and be read to. Our model includes both direct services to children and, equally important, services for the adults in their life – so that parents and caregivers can support their children in all the important pre-reading experiences that lead to a love of reading and literacy.

My name is Eliana Godoy I am the Director of Strategic Partnerships for LINC. I can speak to the effectiveness of LINC's programs – as a parent, as an immigrant, and as someone who finds real joy in empowering parents to support their children.

LINC understands that a community's greatest resource is its people and that parents all want for their children to succeed. We provide the strategies – and the age appropriate books – that help them make reading with their children part of the daily, whether or not they speak English, whether or not they are literate.

Moving from change at the child and family level, LINC mobilizes the community and is unique among early literacy service providers in our mission to connect the existing resources – daycares, libraries, schools, after schools - in a community, uniting them in support of helping children learn to read. Our goal is to make reading visible and valued within a neighborhood. School based peer reading programs pair older schoolmates with early grade pupils for weekly sessions. We help schools view parents as educational resources and build strong home-school connections. We help family daycare providers model reading and create a word-rich environment. We train parent volunteers to serve as classroom literacy support and, with more intensive preparation, as VIPs – Very Involved Parents. LINC VIPs deliver their own read alouds, extending our reach and modeling positive literacy practices before children and families in their own neighborhood.

LINC's approach aligns with the Council's intent for City's First Readers - positive programming that prevents a problem. The achievement gap starts with an opportunity gap. City's First Readers prevents that achievement gap from forming. I thank the Council for its commit to supporting our children.



LINC ANNUAL REPORT 2018

LiteracyINC

When a child reads, a community succeeds!



"LINC's phenomenal growth rests on the strengths of its community-focused approach to developing early literacy. LINC will continue to build on that strong foundation. Based on an increased understanding of the way children learn, we will reach children earlier, involving their parents and caregivers at every step. Advocating for equitable public policies and the resources to support children on the path to becoming proficient and successful readers, LINC will increase its leadership role and visibility. Our future is bright."

Mimi Levin Lieber, LINC Founder

NEW YORK CITY CHILDREN NEED LITERACY INC. (LINC)

Literacy begins at birth. LINC's programs infuse joy and curiosity about books and learning. LINC's systemic approach serves the very youngest and moves incrementally to independent reading, providing children with the necessary pre-literacy foundation to help them be successful readers by age eight. Concurrently, we offer parents knowledge and support, equipping them with tools to become their child's main advocate and first teacher. Through our comprehensive programs, parents gain a better understanding about the role they play in their children's education, and learn how to help their children reach reading proficiency. They realize that early literacy lays the foundation for future learning, wellbeing, and success in life. Parents feel empowered.

Systemic change must encompass more than the child and the parent. Our programs surround children with literacy-rich environments, inside and outside school and home, creating a network of support that engages parents, caregivers, teachers, and older schoolmates. We engage community-based organizations, libraries, and other

community assets to harness the power of community to make literacy a value and a right for all children.

LINC meets families where they are, respecting cultural diversity and cultural equity in our communication, outreach, and program design. Our programs are delivered by staff who are representative of our diverse communities. LINC's staff has deep ties to the communities where they organize; they are emotionally invested in the well-being of our communities. Their peer-to-peer messaging is immediately impactful and conveys LINC's long-term commitment to children.

Many early literacy programs focus on individual children as their goal; others focus on the school, teachers, pedagogy, or curriculum. LINC's vision is to mobilize the entire community behind the common goal of supporting children in learning how to read, creating a sustainable culture of reading at the neighborhood level. **We hope reading about LINC inspires you to join us in inspiring children to read.**

CHANGING THE NARRATIVE OF OUR CITY

What a remarkable year! From expanding our Early Childhood programming by 242% over last year, to being selected as the winner of The New York Community Trust Nonprofit Excellence Award for Financial Management, LINC changed the story for thousands of families in all boroughs of New York City. Our programs brought the joy of reading to 9,920 children, 5,631 parents, distributed 12,000 books, and held nearly 1,000 literacy workshops and events throughout our city.

It is our pleasure to share highlights of our progress this past year. If you are a supporter of LINC, please know that everything we accomplished was possible because of you!

LINC's programming helps children learn to read despite a multitude of challenges. LINC knows that lasting improvement comes when both child and parent are supported, and the community is involved. We demonstrate to parents of very young children how to engage in the crucial "read, talk, sing, play, draw" activities that lay the groundwork for reading. We modify this program for family daycare providers to help them create a word-rich environment for their young clients. We provide workshops that help families and staff understand the crucial transition from preschool to kindergarten. We support emerging readers with a structured one-on-one literacy buddy program that takes place throughout the school year, where working with an older schoolmate builds a positive relationship and creates a culture of reading in the school. LINC further supports parents with several levels of volunteer training, preparing them to assist in classrooms or deliver community reading events and serve as reading ambassadors in their neighborhoods. We supply everyone with age-appropriate books to stock home libraries; these books are increasingly selected for their cultural relevance and authentic content.

But LINC does not stop there. Our model is comprehensive.

LINC's approach is to involve the entire community in supporting children. That's why we work with community partners, and community influencers. That's why we conclude our school-based "Books and Breakfast" workshop with a trip to the nearest public library to register parents for a library card. That's why we create Literacy Zones which include visible manifestations of reading – boxes of gently used books at local businesses or building lobbies. That's why we organize reading celebrations in parks, and bring books to community events to raise the visibility of reading as a practice embraced by the entire community.

With LINC's holistic approach, with the whole community working together, with your help, our children have a literate and bright future.

With gratitude,



Carl Folta
Chair, Board of Directors



Shari Levine
Executive Director

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Executive Director

Shari Levine

OUR WORK

LINC works at the intersection of education and community development. Our mission is to engage families and community members to support young readers in high-need neighborhoods.



COMPREHENSIVE LITERACY MODEL

Through a combination of direct services and two-generation programming, LINC provides a scaffolding of support that increases both children's and parents' access to literacy-building opportunities, raises expectations, generates an understanding of grade-level literacy skills, and provides simple reading strategies to support parents in helping their children, regardless of their own ability to read or speak English.



Early Childhood Program (ECP)

LINC's ECP uses the Five Practices of early literacy to support parents of children under five. Parents and Caregivers understand the importance of early literacy and learn how to incorporate these practices in their daily routines. ECP is extended to family child care providers and day care centers.

"Read to Me, Little Bee" This eight-week positive parenting group supports language development and parent/child bonding through facilitated literacy interactions in a developmentally appropriate space.

Read Alouds Implemented throughout the city, our programs build important foundational skills, introducing vocabulary and providing a model of expressive reading that help children develop excitement around books. We offer tips on how to incorporate reading into the daily routine.



Family Engagement

Parent Workshops take place at libraries, schools, and community centers. Parents learn to recognize age-appropriate reading material, receive free books to build their home libraries, and get connected to community resources and public libraries. Our workshops cover a variety of topics related to literacy and education: for example, building blocks of early literacy, developmental benchmarks, school expectations, transition to kindergarten.

Family Academies help create literacy-rich home environments. Parents learn how to establish reading routines, and connect with community resources, and are provided with opportunities to model literacy-building behaviors.



Engaging Parents as Literacy Ambassadors

Parent LINC prepares parents to be classroom volunteers, serving as a "stepping stone" program to our more intensive parent program, Very Involved Parent (VIP) Academy. Schools appreciate the value of having parents as an effective classroom presence. Principals find LINC's parent leadership development workshops effective as a strategy to engage parents in the Parent Teacher Association.

Very Involved Parent Academy trains parents to deliver community reading events. This dynamic parent engagement strategy extends LINC's reach and amplifies the message: "Children need family support to become strong readers." Children participating in VIP-led literacy events see an adult role model from their own neighborhood.



Our innovative, cross-generational, comprehensive model connects resources that already exist in the community, leveraging them to surround families with literacy-rich environments inside and outside of home and school. This is how LINC creates a culture of literacy at the neighborhood level and generates lasting change. LINC engages and trains parents, older children, seniors, and community members in early literacy, and just as importantly, networks them together into a mutually-reinforcing local system that reaches the same child multiple times with effective literacy support over the first eight years of a child's life.



Reading Everywhere

LINC brings reading to all boroughs of NYC to generate a love for books and to sustain reading levels. From the Bronx to Staten Island, our events build community around literacy, making reading contagious.

Reading on the Rails kicks-off our summer programming with a prominent event that brings families from their respective boroughs to a common destination. Together, we celebrate literacy. Families read together while traveling.

Author Celebrations feature local authors whose stories reflect a diversity of experiences and traditions. Meeting real authors, whose stories resemble those of our families, creates an unforgettable experience. Children add autographed books to their home libraries.



Reading Buddies Programs pair emerging readers in a lower grade with older students for weekly sessions of one-on-one reading throughout the school year. Students build a positive relationship around reading together, and practice skills aligned with their classroom curriculum and English Language Arts Standards.

Capacity Building provides strategies for school and day care staff that create stronger home-school connections. In districts eligible for My Brother's Keeper funding, LINC provides workshops for parent coordinators, and early childhood staff. LINC also offers Family Resource Center programming.

COLLABORATIVE IMPACT

Reads Initiative

The Pinkerton Foundation designated LINC as the lead partner for its innovative "Reads" Initiatives. Focused on two high-needs communities, South Jamaica Reads and East New York Reads build a spectrum of services designed to provide continuous literacy support for children from birth through fifth grade. The "Reads" Initiatives began in 2013 and already are showing improved 3rd grade English Language Arts test scores, increased out-of-classroom literacy opportunities, and a surging awareness of the importance of reading.

City's First Readers (CFR)

A NYC Council Initiative, CFR is a collaboration of nonprofits and public libraries with the goal of implementing community programs to families with children five and younger. Facilitated by LINC, CFR offers families a wide range of literacy experiences at their homes, schools, daycare centers, libraries, hospitals, and other key locations throughout NYC. Since 2014, CFR has worked to address the needs of children under five years old, ensuring they have a fair chance to start school ready to thrive. CFR is endorsed by the American Academy of Pediatrics.

CREATING CHANGE AT MULTIPLE LEVELS

CHILDREN SUCCEED

- 37 literacy programs in 27 schools.
- 1,647 children, in 15 schools, were paired in the Reading Buddies Program (RBP).
- 242% increase in Early Childhood Programming (ECP).
- 288% increase in the number of children reached (under five years) through ECP.



FAMILIES SUPPORT CHILDREN

- 85% of primary school parents reported LINC helped them become more aware of their child's reading goals.
- 81% of parents with children younger than five learned that reading to their child in their native language is important.
- 30% increase in parent participation and engagement compared to last year.
- 221% increase in the number of early childhood parents engaged compared to last year.



COMMUNITIES BECOME LITERACY RICH

- Very Involved Parent (VIP) reported greater gains: 68% share good reading habits with other families; 63% promote literacy at their child's school regularly.
- 66 parents graduated from VIP Academy, increasing community reading events and reaching 655 parents, and 1,078 children.
- Established partnerships with 27 schools, 24 libraries, and 151 community organizations.



CITY-WIDE INSTITUTIONS SUSTAINED LITERACY-RICH COMMUNITIES

- Facilitating partner for City's First Readers, a New York City Council Initiative reaching an estimated 1.3 million families.
- Working in deep collaboration with all library systems in New York City, and 12 literacy/education partner organizations.
- Facilitating partner for South Jamaica Reads and East New York Reads



OUR IMPACT

CHILDREN

88%

TEACHERS REPORTED RBP*
IMPROVED THEIR STUDENTS'
READING COMPREHENSION

*Reading Buddies Program

87%

TEACHERS REPORTED RBP*
IMPROVED THEIR STUDENTS'
VOCABULARY DEVELOPMENT

9,920

CHILDREN ENGAGED

5,631

PARENTS ENGAGED

12,160

BOOKS DISTRIBUTED

161

EARLY CHILDHOOD
EVENTS

FAMILIES

95%

UNDERSTAND THE
IMPORTANCE OF
READING WITH
THEIR CHILD

85%

READ MORE OFTEN
WITH THEIR CHILD

89%

HAVE MORE BOOKS
AT HOME

90%

OF PARENTS WITH CHILDREN
FIVE YEARS AND YOUNGER
REPORTED THAT LINC TAUGHT
THEM THE IMPORTANCE OF
OF READING TO THEIR CHILD
FROM BIRTH

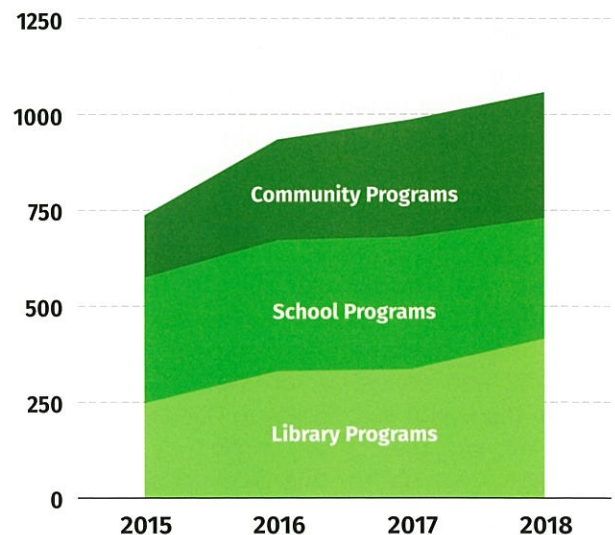
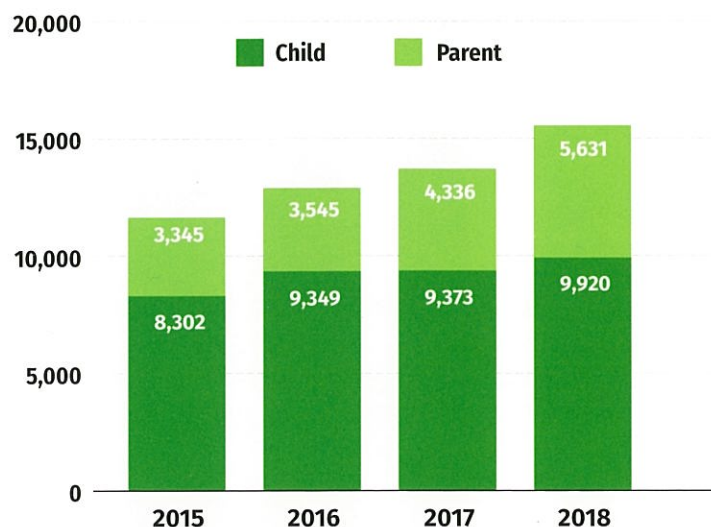
COMMUNITY

694

COMMUNITY
READ ALOUDS

121

PARENT ENGAGEMENT
WORKSHOPS



STORIES BEHIND OUR DATA

IN SCHOOL

"With LINC, our parents feel empowered to mobilize their own communities, and become literacy advocates for their children. LINC's staff are part of the community; they know unique challenges parents face everyday."

Principal Anest, P.S. 5, Inwood

Principal Christopher Anest of P.S. 5 is just as inspired by what's happening outside of his school as he is by what's happening in the classroom. LINC uses the power of literacy to build a literate community for the students in school, ensuring this practice is also sustained at home. Through LINC, parents are engaged as active volunteers, and as leaders of the school community. At his school, P.S. 5, LINC fostered a shared commitment to literacy, creating a mutual bond between parents and school staff, and building a vibrant culture of active and engaged parents.



AT THE LIBRARY

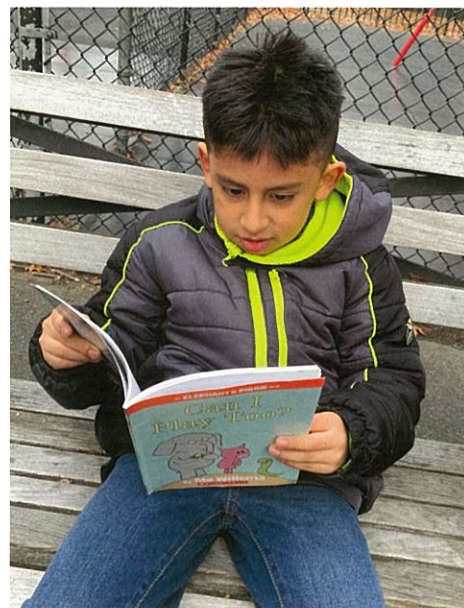
Staten Island has a diverse community with distinct literacy challenges. Many families have never entered a public library. This is the context for Robert. His story with LINC started in 2013, when Rosalind Diaz, LINC's Staten Island Associate Director, stepped into the library where he was serving as a librarian. She had a proposal: a year-round program to get every child in the adjacent neighborhood to enjoy and value reading, starting with a summer literacy intensive. Robert knew about the loss of academic skills that can occur over the summer months for children. With LINC's support, Robert works every summer to prevent summer slide through our Reading Everywhere events that engage the community in hands-on literacy activities, and encourage frequent visits to the library. LINC and Robert transformed how families engage with the library throughout the year.

AT HOME AND IN THE COMMUNITY

Elizabeth, a Bronx mother of two, created a new family tradition from scratch. She started reading to her son, Steven, every night after graduating from LINC's Very Involved Parent Academy. She wanted to build a home library for her children, using the books she collected over time through LINC.

Every book seemed to change the course for Elizabeth's family; every book was welcomed with joy, encouraging new conversations, and family-bonding. She understood that reading was laying a foundation for her children's success, but she didn't expect witnessing her own growth by reading picture books. She read to her son faithfully, starting in March. By December of that year, her commitment and the power of LINC's model was validated: her son, **Steven, had made the honor roll**. Elizabeth was able to transform her son's school life, her own life, and that of her family's by using LINC's reading strategies, and committing to read to her children every day.

Now, Elizabeth works as a Parent Engagement Coordinator at a community center. She plans to return to school. She wants to deepen her commitment to community service. With LINC, Elizabeth transformed into her son's first teacher and realized her potential as a changemaker and community leader.

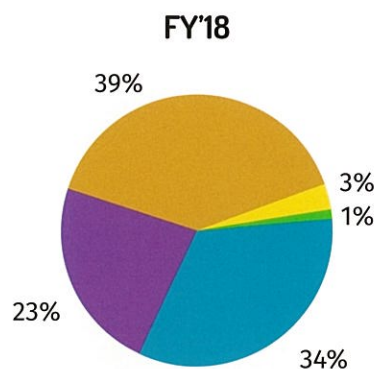


FINANCIALS LINC FISCAL YEARS: 2018, 2017

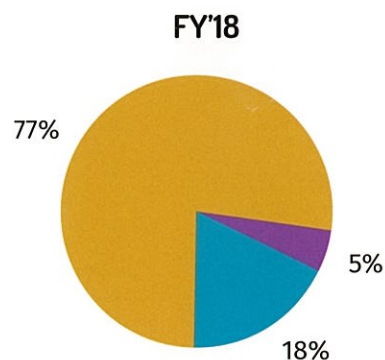
All information is from our audited financial statements for fiscal years ending June 30, 2017 - June 30, 2018. A copy of our full audited financial statements can be obtained by emailing info@lincnyc.org or at www.lincnyc.org

STATEMENT OF ACTIVITIES

| Revenue | 2018 | 2017 |
|--------------------------|--------------------|--------------------|
| Foundations/Corporations | \$1,247,997 | \$994,535 |
| Individuals/Gala | \$847,701 | \$665,269 |
| Government | \$1,471,087 | \$637,233 |
| In-Kind Goods & Services | \$117,947 | \$123,465 |
| Other | \$44,028 | \$60,968 |
| Total: | \$3,728,760 | \$2,481,470 |



| Expenses | 2018 | 2017 |
|----------------------|--------------------|--------------------|
| Program Services | \$2,426,806 | \$2,085,456 |
| Management & General | \$166,510 | \$133,986 |
| Fundraising | \$556,570 | \$440,175 |
| Total: | \$3,149,886 | \$2,659,617 |



| | | |
|--|--------------------|--------------------|
| Change in Net Assets | \$578,874 | (\$178,147) |
| Net Assets at beginning of Year | \$1,834,525 | \$2,012,672 |
| Net Assets at end of Year | \$2,413,399 | \$1,834,525 |

STATEMENT OF FINANCIAL POSITION

Assets

| | | |
|--|--------------------|--------------------|
| Cash & Cash Equivalents | \$1,653,875 | \$1,703,583 |
| Contributions, Grants & Accounts Receivable, Net | \$911,791 | \$337,283 |
| Other Assets | \$53,721 | \$55,376 |
| Total Assets: | \$2,619,387 | \$2,096,242 |

Liabilities

| | | |
|-------------------------------------|------------------|------------------|
| Accounts Payable & Accrued expenses | \$95,411 | \$80,467 |
| Agency Funds | \$110,577 | \$181,250 |
| Total Liabilities: | \$205,988 | \$261,717 |

Net Assets

| | | |
|---|--------------------|--------------------|
| Unrestricted | \$1,336,391 | \$858,929 |
| Temporarily Restricted | \$1,043,008 | \$975,596 |
| Permanently Restricted | \$34,000 | - |
| Total Net Assets | \$2,413,399 | \$1,834,525 |
| TOTAL LIABILITIES & NET ASSETS | \$2,619,387 | \$2,096,242 |



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INVESTING IN LITERACY IS INVESTING IN OUR FUTURE



Children who cannot transition from “learning to read” to “reading to learn” by third grade are 13 times more likely not to graduate on time from high school. They are less likely to access better opportunities in health, education, and the economy, which affects not just them, but our society as a whole.

In the United States, 90% of students who drop out of high school are on public assistance, and 43% of adults with the lowest levels of literacy currently live in poverty. Low literacy rates cost the American economy \$225 billion a year in loss of productivity. Our children’s educational success is their path out of poverty and the key to achievement in life. Investing in literacy is both the smart and right thing to do!

LINC’s programs are transformative. By training and supporting parents, we disrupt intergenerational illiteracy. By empowering parents to become literacy ambassadors in their communities, we help to create a culture of reading at the neighborhood level. These transformations are mobile and sustainable: when parents move, they bring their gained knowledge and skills with them to their new communities. By supporting communities, we ensure resources are activated in support of families. Children benefit. Generations change. At LINC, people are a community’s greatest asset.

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DESIGN BY
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Testimony submitted by **New York University** and the **Video Interaction Project**
Committee on Youth Services

In support of **City's First Readers**
March 11, 2019

My name is Dr. Erin Roby from New York University, NYU Langone Health, and the Video Interaction Project, or VIP.

VIP uses pediatric health care to enhance children's early development and school readiness. Pediatric check-ups are a unique way to reach low-income families, since all parents have to bring their children to the doctor, allowing programs like VIP and Reach Out and Read to achieve high impacts at low cost. During their pediatric check-ups, families in VIP meet with a facilitator who provides a book or toy, videotapes the parent and child as they read or play together, and then reviews the video to point out strengths that every parent has. Through City's First Readers, these parents are also connected to other literacy programs in their communities. VIP not only promotes early literacy, but it also empowers parents to be their child's first teacher. Rigorous studies show that children in VIP have improvements in skills like language, problem solving and behavior that will help them succeed in school.

This vital funding from City's First Readers has allowed us to bring VIP to more locations and more children – for example in this past year City's First Readers allowed us to expand VIP to a pediatric clinic in Harlem.

In addition, last year we conducted a scientific study of aspects of City's First Readers, and our findings demonstrated that using health care to promote literacy through City's First Readers is associated with increased use of library and other community literacy services, and together this is associated with parents reading more with their children at home. These findings demonstrate the potential for large impacts across New York City if City's First Readers as expanded.

Impressively, City's First Readers has been endorsed by the American Academy of Pediatrics and was highlighted this February at the meeting of the prestigious American Association for the Advancement of Science. Colleagues from across the country have been inspired by City's First Readers and want to model it in their region. It is vital that City's First Readers continues to grow. Increased funding next year will allow us to reach more children and families, showing that New York is a forward-thinking city with a priority to help its youngest residents succeed.

Thank you for the opportunity to speak today.



City's First Readers
An Initiative of the New York City Council





TESTIMONY to NYC COUNCIL COMMITTEE ON YOUTH SERVICES

PRELIMINARY BUDGET HEARING

March 11, 2019

Good afternoon. My name is Harriet Lessel and I am the Director of Government Contracts and Advocacy at JCCA. I want to thank the Committee Chair, Council Member Rose, and the committee members for the opportunity to testify at today's hearing. JCCA is most appreciative of the Council's interest in early literacy and funding of the City's First Readers.

JCCA is here today in support of the City's First Readers initiative and the request for \$6 million dollars in funding for 2020. City's First Readers' mission is to increase literacy opportunities, build energy and enthusiasm for reading, strengthen literacy, knowledge, skills, and practice for children ages 0-5 and their families. It is an initiative of the Council that was launched in 2014 by Council Members Steven Levin and Antonio Reynoso. Its purpose is to address disparate literacy rates throughout the city and the unfortunate fact that 70% of the city's third grade students were reading below grade level. They also recognized that once students fall behind, it becomes increasingly difficult for them to catch up.

One of the distinctive aspects of the initiative is the opportunity for all of the agencies to support each other in the activities and services they provide. For instance, JCCA was pleased to have Literacy Inc. and the Bronx Public Library come into our office and host captivating read "a-louds" to our children. The Bronx Public Library provided library cards so that children and their families can continue their literacy journeys on their own. In collaboration with the Video Interaction Project (VIP) based in Brooklyn, JCCA members ran a service booth at a resource fair at Woodhull Hospital. We gave out books to families visiting the Pediatric Outpatient clinic and informed families of the array of services JCCA provides in the community. JCCA is thrilled to work in partnership with these agencies and is currently developing other opportunities to expand early literacy programming where it is needed most. For instance, at Brooklyn Democracy Academy, a transfer high school for overaged, under-credited youth, we plan on providing literacy programming for parents of young children that focuses on expanding awareness about the importance of early literacy. The group will teach young parents the necessary skills for them to promote healthy reading skills to their children within their own homes.

JCCA is fortunate to have received a second year of funding in 2019 and remains the only child welfare agency to participate in the initiative. We have been able to serve the youngest children in foster care in our Brooklyn and Bronx offices. Foster youth are at an even greater disadvantage because they experience trauma, frequently changed homes and changed schools/childcare. As part of the City's First Readers program, JCCA has created literacy-rich spaces in our offices that are utilized during visits with birth and foster parents. Children have access to books, and over 860 books have been distributed to over 120 families from 7/1/2018 – 2/2019 to the children in foster care to keep. Monthly literacy-themed events have been held around books that address dealing with challenges and critical thinking in an age-appropriate manner. Reading to children is modeled in the literacy center and individual and group assistance is provided to parents. Case managers have been trained to identify literacy challenges

and to connect parents and children with needed services and resources of the literacy program. A new monthly parenting group for adolescent parents of young children has focused on the importance of early literacy and phases of child development.

Within this group they choose a book of the month and read the book alternating in English and Spanish, as the adolescents are bilingual. During the group's sessions, the children are able to engage in free play, which consists of activities that teach the children how to hold a crayon, color, and identify shapes and patterns. The books chosen for these activities provide a diverse selection of stories and visual images that showcase characters that look like the children in the program so they can develop a positive self-image and increase their self-esteem.

One of the teenage mothers within our new group, 17 years old, had difficulties engaging with her 2 year old daughter in her home. She complained that her daughter was watching too much TV and was overly hyperactive. Once she started to attend the monthly literacy group meetings, she developed an awareness of the importance of literacy and became invested in her own and her daughter's education. She reached out to the staff for assistance with identifying resources about child development and practiced reading to her daughter during group sessions. She has taken full advantage of the book giveaways to build a library for her daughter in their home and is using the skills she learned in these meetings to teach her young daughter the building blocks of reading.

All of the staff within the Early Literacy Center have witnessed the positive effect of the program on this family. Recently, during the 3-K school admissions intake, the admissions team told the mother and her case planner that her child was at a higher level of literacy than many of the other children within the class. With an increased understanding of the importance of literacy in her daughter's life, mother and daughter are now enrolled in schools and are continuing their literacy journey together.

In closing, the Council's City's First Readers Initiative has enhanced JCCA's work with the youngest children in foster care to improve age-appropriate literacy that serves as a foundation for lifelong learning. As indicated in the vignette, literacy also serves as an entry point to engage parents and children in their interactions and communications. We urge you to fund the initiative at the \$6 million dollar level.

Thank you.

JCCA is one of the oldest, most distinguished child and family services organization in the nation. We provide comprehensive care to thousands of children, young people and families who come from New York's diverse communities. Since 1822, we have embraced those who need us most — abused, neglected and traumatized young people who are struggling with poverty, developmental disabilities and complex mental illness. Our programs include foster and residential care, educational assistance and remediation, case management for young people with mental health challenges and services to families to prevent child abuse and maltreatment. JCCA offers safety, stability and lifesaving support to help our clients transform their lives. Our programs help more than 17,000 children and families annually. In everything we do, we are guided by the Jewish mandate of tikkun olam — the responsibility of every person to make the world a better place.

For more information, please contact: Harriet Lessel, Director of Government Contracts and Advocacy at lesselh@jccany.org or 212-558-9918.

CACF Coalition For Asian American Children+Families

New York City Council
Youth Services Committees
FY 2020 Preliminary Budget Hearing
March 11, 2019

**Testimony of Tasfia Rahman,
Policy Coordinator, Coalition for Asian American Children and Families (CACF)**

Good morning. My name is Tasfia Rahman, and I am a Policy Coordinator at the Coalition for Asian American Children and Families (CACF). We would like to thank Chair Rose and members of the Youth Services Committees for holding this important oversight hearing on the city's fiscal year (FY) 2020 Preliminary Plan.

Since 1986, CACF is the nation's only pan-Asian children and families' advocacy organization and leads the fight for improved and equitable policies, systems, funding, and services to support those in need. The Asian Pacific American (APA) population comprises over 15% of New York City, over 1.3 million people. Yet, the needs of the APA community are consistently overlooked, misunderstood, and uncounted. We are constantly fighting the harmful impacts of the model minority myth, which prevents our needs from being recognized and understood. Our communities, as well as the organizations that serve the community, too often lack the resources to provide critical services to the most marginalized APAs. Working with almost 50 member organizations across the City to identify and speak out on the many common challenges our community faces, CACF is building a community too powerful to ignore.

CACF also leads the 15% and Growing Campaign, a group of over 45 Asian led and serving organizations that work together to ensure that New York City's budget protects the most vulnerable Asian Pacific American New Yorkers. Campaign members employ thousands of New Yorkers and serve hundreds of thousands of New Yorkers. Currently, the Asian Pacific American community is by percentage the fastest growing group in New York City, nearly doubling every decade since 1970 and making up 15% of the population. Unfortunately, current levels of public funding for the Asian Pacific American community remain disproportionate to our community's needs.

- Nearly a quarter of APAs live in poverty, the highest of all racial groups in NYC.¹
- Asian Americans have the highest rate of linguistic isolation of any group in the City at 42%, meaning that no one over the age of 14 in the household speaks English well.²
- 40% of NYC APA youth are not college ready upon graduation from high school

Consider that Asian led and serving organizations receive only 1.5% of the City's social service contract dollars. Yet, while many 15% and Growing Campaign members have long relied on City Council discretionary dollars to provide vital services in Asian Pacific American ethnic enclaves in Council districts throughout the City, our analysis of publicly available budget documents from the CFY2020 Adopted Budget revealed that Asian led and serving organizations received only 5.06% of City Council discretionary dollars. The City needs to invest more in key initiatives and programs that could potentially provide services and resources inaccessible to our community.

¹ New York City Government Poverty Measure 2005-2016 (April 2018)

² U.S. Census Bureau, 2016 American Community Survey

We are particularly concerned about the lack of investment in youth services, especially services that help immigrant youth. Youth services are critical to immigrant youth who struggle with English language proficiency, the acculturation process, and inadequate academic preparation. Immigrant youth come from families that face high rates of poverty, live in linguistic isolation, and lack the knowledge of available systems and resources. Despite the "model minority" stereotype, Asian Pacific American youth must also overcome challenges:

- In the NYC Department of Education schools, 1 out of every 5 Asian Pacific American student does not graduate from high school on time or at all
- Nearly 2/3 of APA students in NYC come from homes where languages other than English is spoken.
- 1 out of 4 English Language Learner students is APA.

Without youth services, many immigrant youths can find themselves isolated and marginalized, and without the support to navigate systems and access critical services that would put them on the path to become competent and responsible adults.

BUDGET RECOMMENDATIONS

We commend the City for expanding investment in Youth Services such as increasing the funding for the Summer Youth Employment Program (SYEP). However, there were a number of areas in which the City has failed to renew funding and key City Council initiatives the City needs to continue supporting. We ask for the following:

- ❖ **RESTORE \$20.35 MILLION FOR AT LEAST 34,000 MIDDLE SCHOOL AFTER-SCHOOL SUMMER PROGRAM SLOTS (SONYC) AND RESTORE \$8 MILLION FOR COMPASS ELEMENTARY SCHOOL AFTER-SCHOOL PROGRAMS** – after school programs offer opportunities to young people to develop academic and life skills outside of the classroom. Working families, especially those with young children, rely on these programs to offer safe spaces for their children and youth to learn when the school day ends.
- ❖ **RESTORE \$12 IN ADULT LITERACY FUNDING** - This funding supports community based organizations that have adult literacy programs which provide basic literacy and English for Speakers of Other Languages and Graduate Equivalency Degree classes for adults who cannot read, write or speak English.
- ❖ **RESTORE \$2.6 MILLION TO THE IMMIGRANT OPPORTUNITIES INITIATIVE (IOI)** – Asian Americans are heavily immigrant with 78% foreign-born. The Immigrant Opportunities Initiative funds programs that help New York immigrant families obtain citizenship and language skills necessary for decent jobs, and to protect their legal rights. Considering the anti-immigrant climate, initiatives like IOI are crucial to immigrant communities
- ❖ **RESTORE COUNCIL YOUTH DISCRETIONARY FUNDS** – Member items are important to meeting the needs of community members. Youth discretionary dollars have helped to support community-based organizations that are often the first to become aware of and respond to the community's needs in a culturally competent and linguistically appropriate manner. These dollars help to fund vital services in local districts and city-wide.

Thank you for this opportunity to testify, and we look forward to working with the City Council to ensure that all New York's young people have access to the services and support they need to grow up healthy and safe.

SHELTERING 18 ARMS 31

Children and Family Services

Testimony delivered by
Amy Wilkerson, Director of Youth Services
Prepared for the NY City Council Committee on Youth Services
Preliminary Budget Hearing – Youth Services
March 23rd, 2018

Good afternoon. My name is Amy Wilkerson and I'm the Director of Youth Services for Sheltering Arms Children and Family Services. Thank you Chair Rose and members of the New York City Council Committee on Youth Services for the opportunity to testify before you today.

Sheltering Arms is one of the City's largest providers of education, youth development, and community and family well-being programs in the Bronx, Manhattan, Brooklyn, and Queens. We serve more than 15,000 low-income children, youth, and families each year through more than 50 programs. We are one of two providers citywide that provides a full continuum of care for youth experiencing homelessness, and serve more than 3,000 homeless and at-risk youth each year through two Drop-In Centers, one Crisis Shelter, two Transitional Independent Living residences, and soon a HUD-funded Rapid Re-Housing program, which we were awarded this year. We have provided services for youth who are homeless or at-risk of homelessness for more than 20 years.

As a member of the NYC Association of Homeless and Street-Involved Youth Organizations, we echo the request for an investment of \$3.3 million in the FY20 budget to support DYCD programming for Runaway and Homeless Youth (RHY). This increase reflects needed investment of \$2 million for 40 additional beds for homeless youth ages 21-24, and \$1.3 million for 20 Housing Specialists to focus on permanency planning with youth. As New York City faces budget cuts for FY20, these investments are crucial to supporting the long-term stability of youth, and to follow through on DYCD's commitment to helping youth get off the streets and stabilize their lives.

40 Additional Beds for 21-24 Year-Olds

The inclusion of 21-24 year-olds in RHY services was a huge step forward, and we appreciate the 60 beds that were added to the system in FY19. However, 60 beds citywide is just not enough. On any given night, Sheltering Arm has 10-15 youth in this age range who stay overnight in our Jamaica Drop-In Center, because they are afraid of entering the adult homeless system. This does not even count our Drop-In Center in Far Rockaway, which just opened in January, or the six other Drop-In Center providers across the city. We are glad that the regulations now reflect the need for 21-24 year-olds to be included in the RHY system rather than the adult system, but that change means little if we don't have the capacity to serve this particularly vulnerable population. Youth who are between the ages of 21-24 have often aged out of every other support system, and with only 60 beds, many are still being left to fend for themselves. According to DYCD's 2017 Youth Count Report, as much as 60% of unsheltered youth and approximately 45% of youth in other unstable situations were between the ages of 21-

24. These percentages reflect approximately 107 homeless youth ages 21-24 identified on one night through a count that is widely acknowledged to be an undercount of the true need. In order to ensure that more youth ages 21-24 can benefit from the safety and security of youth-specific shelter supports, we ask that \$2 million is added to the budget for 40 additional beds for homeless young adults.

20 Housing Specialists for RHY Programs

Unlike foster care or the adults shelter system, DYCD does not fund its programs to have any staff specifically focusing on permanency planning. Our Jamaica Drop-In Center is funded to have two Case Managers who are designated to serve 10% of our funded capacity, or 190 youth, in case management. We surpassed 190 youth served through case management in January, halfway through the contract year. Case Managers are expected to help youth address all of their needs, including education, employment, mental health, substance use, family-related issues, and housing. The housing system in NYC is incredibly nuanced and requires special trainings, knowledge about the vouchers, eligibility, how to identify and address housing discrimination. The HRA200e application for supportive housing alone requires documentation proving the client's demographic data, housing history, clinical assessments, medication, current medical and case management services, medical history, and activities of daily living. Tracking down all of this information would be a huge lift for anyone, let alone a youth in an unstable situation. Case Managers with a caseload of 100, who are working to address all of youth's needs is not the most effective way to support stability. In line with the City's commitment to Housing First principles, which states that in order to support stability individuals need access to housing first, then the most important thing we can do is to fund providers to hire Housing Specialists who can specifically focus on helping youth navigate the opaque and incredibly bureaucratic NYC housing system so they can secure safe, stable housing.

Thank you, again, for the opportunity to testify. I am happy to answer any questions, and can be reached at awilkerson@shelteringarmsny.org.



**ADVANCING OUR
COMMUNITY**

**Testimony of Chinese-American Planning Council (CPC) at the New York City Council
Committee on Youth Services**

**Delivered by Emmy Lam, CPC Education & Career Services
Honorable Deborah Rose, Chair
FY 2020 Preliminary Budget Hearing**

March 11, 2019

Good Afternoon. My name is Emmy Lam and I am a Program Assistant and Worksite Liaison with the Education and Career Services Division at the Chinese-American Planning Council (CPC). Thank you, Chair Rose and members of the Youth Services committee for the opportunity to testify.

Founded in 1965, CPC is a social services organization that creates positive social change. We empower Asian American, immigrant, and low-income communities in New York City by ensuring they have equitable access to the resources and opportunities needed to thrive.

Today, CPC is the nation's largest Asian American social services organization and we are the trusted partner to more than 60,000 individuals and families striving to achieve goals in their education, family, community and career. We welcome community members at every stage of life to over 50 high-quality programs at 33 sites in Manhattan, Brooklyn and Queens.

As a community provider of the Summer Youth Employment Program (SYEP) and Work, Learn, and Grow Program (WLG), we appreciate that the City Council recognizes the importance of youth employment and the positive impact that both programs have on New York City's young people. However, we are deeply concerned that the FY 2020 Preliminary Budget does not include funding for the Work, Learn and Grow Program. The program was previously funded at \$19 million in the City's FY 2019 adopted budget.

Through my experience as a Worksite Liaison at CPC, I have seen firsthand how WLG bridges the successes of SYEP. The WLG program gives youth participants an opportunity to better understand how to balance their academic and employment responsibilities, while cultivating self-empowerment and continuing to develop a strong and supportive foundation for their future. A few examples of the over 50 worksite partners that CPC collaborates with include local accounting firms, hospitals, real estate agencies, retailers and education centers. The diversity in sectors and industries not only ensure that our youth have different opportunities to explore, but also allows them to build healthy, long-term professional relationships with their mentors throughout the school year while further developing their skill sets.



ADVANCING OUR COMMUNITY

At CPC, over 70% of our youth worked at least 90% of the maximum 250 hours allocated to each participant in WLG throughout the year. Additionally, over 20% of our youth were given part-time offers of employment by their WLG worksite upon program completion. Our data clearly shows that youth hold themselves accountable and are committed to the program, and that worksites are equally as committed to investing in each youth's success.

One example of this commitment is a worksite supervisor from a large retailer who remarked how appreciative their company is for initiatives like WLG. The experience allows them to promote WLG as "audition" or screening opportunity across their locations to potentially hire youth once the program ends. The supervisor also shared that she was aware of several colleagues from different locations who were past participants of CPC's SYEP and WLG programs; one of them even advanced to become a Store Manager.

CPC and I firmly believe that that the WLG program is a vital program for New York City's youth and young adults. The work-based learning experience allows them to explore their career options in a more intentional way, acts as a critical source of income for themselves and their families, and allows them to begin establishing and growing their professional network.

Therefore, we urge the City to restore \$19 million to Work, Learn and Grow, and strongly consider expanding the program to serve more New York City youth.

Thank you for the opportunity to testify.

**Center
for
Court
Innovation**

520 Eighth Avenue, New York, New York 10018

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f. 212 397 0985

courtinnovation.org

Research. Development. Justice. Reform.

Greg Berman, Director

February 28, 2019

Speaker Corey Johnson
New York City Council
250 Broadway
Suite 1804
New York, NY 10007

Re: Center for Court Innovation FY20 Applications

Dear Speaker Johnson,

I write to you on behalf of the Center for Court Innovation to seek City Council's support for our programs in Fiscal Year 2020. Our requests include a continuation of our FY19 core support for ongoing alternative-to-incarceration, and access-to-justice programs in all five boroughs, as well as support for critical new diversion and mental health programming.

Researchers have documented that our operating programs throughout the city have decreased violence, aided victims, reduced the use of jail, and transformed neighborhoods. Beginning with Manhattan's Midtown Community Court, the Center now has more than two dozen operation programs serving tens of thousands of New Yorkers each year. Our work provides meaningful off-ramps, helping participants move from a cycle of poverty and recidivism to real engagement and leadership in their communities. To continue to accomplish this work, we seek to renew funding for our core Citywide Speaker request, our youth-focused supervised release programming in Brooklyn operating out of Brooklyn Justice Initiatives, and our Bronx pre-court diversion (Project Reset) programing.

We also seek expanded City Council support to address several additional needs. The Council provided mid-year FY19 support to implement the Center's pre-court diversion program, Project Reset, in Brooklyn. With continuation and expansion of this funding in FY20, thousands more individuals would be diverted, significantly reducing the number of people going to court and improving the fairness of the system. Further,

Operating Programs Bronx Community Solutions, Brooklyn Justice Initiatives, Brooklyn Mental Health Court, Brooklyn Treatment Court, Brownsville Community Justice Center, Child Witness Support Program, Civil Alternatives, Crown Heights Community Mediation Center, Domestic Violence Courts, Harlem Community Justice Center, Harlem Reentry Court, Legal Hand, Midtown Community Court, Newark Community Solutions, Parent Support Program, Peacemaking Program, Project Reset, Poverty Justice Solutions, Queens Youth Justice Center, Red Hook Community Justice Center, Save Our Streets, Staten Island Justice Center, Strong Starts Court Initiative, Westchester Court Education Initiative, UPNEXT, Youth Court, Youth Justice Board

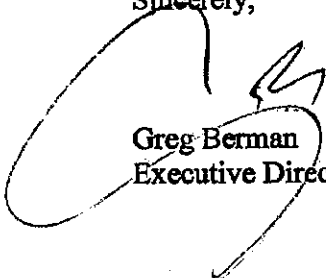
Council support for citywide expansion of our Driver Accountability Program would complement pending legislation, holding reckless drivers accountable through alternative sanctions, reducing dangerous driving, and saving lives.

We also seek the Council's help to expand access to mental health services for those in the justice system – a stated priority for the Council. In Brooklyn and Queens, we are seeking funding to provide programming for justice-involved youth to help them address their often unmanaged mental health needs. In Staten Island, Queens, and the Bronx, we are seeking funding to provide age appropriate and trauma-informed mental health services to children who are victims or witnesses to serious crimes.

I cannot close without thanking you again for the Council's partnership. We have done an enormous amount with the Council over the years including implementing the Cure Violence model in the Bronx and Brooklyn, building award-winning youth development programs in Queens and Staten Island, and diverting thousands of low-level cases out of the criminal justice system at projects such as the Red Hook Community Justice Center. We look forward to continuing our mission with the City Council to enhance New Yorkers' trust in the justice system in the next fiscal year.

If you have questions, you can reach me at (646) 386-3830 or bermang@courtinnovation.org. I look forward to speaking with you in the near future.

Sincerely,



Greg Berman
Executive Director

Approximately 2,500 New Yorkers served through City Council's Investment in the Center for Court Innovation

Selected Results of Citywide Speaker Initiative Funding in FY18*

Harlem Community Justice Center

129 reentry court hearings held

Midtown Community Court

195 hours of group and individual therapy and support

Citywide

Training Institute

20 trainings provided

Youth Justice Board

22 youth met weekly for a year to learn about and advocate for policy reform

Access to Justice**

50 community members equipped with information about their rights

Staten Island

Staten Island Justice Center

14 youth trained to facilitate youth court hearings

Bronx

Center for Court Innovation

Bronx Child Trauma Support

71 families with children therapeutically assisted following violent crimes

Bronx Community Solutions

208 Driving While Intoxicated screenings and assessments completed

Save Our Streets (S.O.S.) South Bronx

15 youth engaged in S.O.S. Basketball Clinic

Queens

Queens Youth Justice Center

19 youth engaged in justice trainings and as youth court members

Brownsville Community Justice Center

25 events and rehabilitations made public spaces safer

Neighbors in Action

100 community residents received walk-in services

Red Hook Community Justice Center

270 youth court service learning hours

Brooklyn

*Outcomes in FY19 and FY20 may differ based on funding allocations.

**This reflects FY19 projections.

The Center seeks a continuation of its \$500,000 Citywide Speaker Initiative funding for FY20. For more information, contact Shane Correia at correias@courtinnovation.org.

Serving the Mental Health Needs of New Yorkers



These programs have been proven to break the cycle of justice-involvement. Help us expand their reach.

Expand Mental Health Initiatives

Vulnerable Populations

APPLICATION #75702

Bronx Child Trauma Support — Increase therapy hours to serve more children who are victims and witnesses to violent crimes.

« *The children served are victims or witnesses to crimes such as domestic violence homicide, rape, shootings and other violent crimes.*
— Kristen Slesar LCSW, MS

APPLICATION #76621

Brooklyn Justice Initiatives — Provide part-time psychiatric support for prescription oversight of Behavioral Health Unit defendants.

147

clients were served in the Behavioral Health Unit in 2018

over 50%



clients in the Behavioral Health Unit are mandated to at least 6 sessions that include mental health treatment sessions

APPLICATION #75742

Strong Starts Court Initiative — Increase staff to serve more infants and toddlers' families in neglect cases.

6 – 8
months

time child returned to family with Strong Starts compared to 17 months without program



75%

families have continued to reach out for services after case resolution

APPLICATION #73866

Brooklyn Mental Health Court — Hire bilingual mental health staff to serve more defendants receiving diversion from jail.



1 in 10

clients do not speak English as their primary language

Court-Involved Youth

APPLICATION #76382

Queens Youth Justice Center — Support the Enhanced Supervision mental health group for youth and families who are involved in the juvenile justice system. Within this group:

21%

diagnosed with ADHD

19%

diagnosed with depression

16%

diagnosed with bipolar disorder

APPLICATION #73876

Brooklyn Mental Health Court — Create therapeutic and workforce development groups for court-involved youth with mental health needs.

1 in 5

clients between 16 and 24 years old—a critical window for intervention

For more information, contact Shane Correia at correias@courtinnovation.org.

**Center for Court Innovation Testimony
New York City Council
Committee on Youth Services Preliminary Budget Hearing
March 11, 2018**

Good afternoon Chair Rose and esteemed members of the City Council. My name is Dee Mandiyan and I am the Program Manager of the Center for Court Innovation's Youth Justice Board. I'm here with Shane Correia, who is the Associate Director of Strategic Partnerships at the Center. We thank you for the opportunity to speak today.

I am here to request the Council to support the Center for Court Innovation as it seeks to renew and strengthen the work we do with over 75,000 New Yorkers annually, many of whom are children and young people, in early diversion, youth and adult alternatives-to-incarceration, and mental health support. This includes those children who are victims of crime or involved in neglect cases where they are, or are at-risk of, being placed in child protective custody.

Our programs have been shown to be effective. Researchers have documented that our operating programs throughout the city have decreased violence, aided victims, reduced the use of jail, and transformed neighborhoods through such projects as the Staten Island Justice Center. Our City Council funded work has provided individuals with meaningful off-ramps from a cycle of poverty and recidivism to real integration back into their communities. To continue to accomplish this work, we seek continuation funding for our core Citywide Speaker request, our youth-focused supervised release programming operating out of

Brooklyn Justice Initiatives, and our Bronx pre-arraignment diversion (Project Reset) programing.

Reset specifically permits New Yorkers to resolve low-level misdemeanors without ever setting foot in a court, and the case disappears from the criminal justice system as a declined-to-prosecute, avoiding many of the collateral consequences associated with a prosecuted case. Reset cases have been evaluated to be resolved significantly more quickly than traditional criminal court cases, and participants have a lower likelihood and frequency for new arrests. Council provided mid-year FY19 support to begin borough-wide implementation of Project Reset in Brooklyn. We seek Council's support of our application to continue this implementation in FY20.

We also seek Council's support to bring innovative public safety models to more New Yorkers. In targeting opportunities for low-level diversion and decreasing recidivism, we ask for Council support for the creation of a Far Rockaway Justice Center, which would bring the Center's wholistic approach to justice to the neighborhood, and to expand our Driver Accountability Program pilot to all boroughs. Since 2015, this group-based intervention for traffic related offenses has been found to reduce the likelihood of rearrests by 40% for those who complete the program. Council's support for citywide expansion of the Center's Driver Accountability Program would complement pending legislation to hold reckless drivers accountable through alternative sanctions, reduce dangerous driving, and save lives for New Yorkers.

We also request Council to expand funding available under the Mental Health Initiatives for Vulnerable Populations, and for Court-Involved Youth. We have submitted several applications to permit us to increase mental health access in the outer boroughs where demand outstrips our current capacity. For example, our Strong Starts Initiative operating in Staten Island, Queens and the Bronx has resolved neglect cases in as few as six months compared to seventeen on average in the traditional system. That's the difference between a child returning to their family as an infant, instead of as a toddler from ACS

custody. But currently, demand outstrips capacity. We only have ⁴~~five~~ Strong Starts case workers citywide, and there are over 3,000 qualified neglect petitions filed annually.

Through Council support we could provide enhanced mental health services and community supervision to diverted youth and their families. In the Bronx, we are seeking to expand the number of child crime-victim survivors we can serve. These children receive ongoing therapy following their victimization from violent crimes such as sexual and physical abuse. A summary of our applications has been submitted with our testimony.

The City Council's support has been invaluable to our work in improving public safety. We respectfully urge you to continue to support our work and thank you again for the opportunity to speak.

Center for Court Innovation Initiative Applications

- **Center Core-Ask Application #73443 \$500,000** This is an application to support the continuation of our alternative-to-incarceration, youth-diversion, and access to justice programs across all five boroughs in New York City. The Council's support allows us to serve tens of thousands of New Yorkers with mental health services, family development, youth empowerment, workforce development, and housing, legal, immigration and employment resource services. Our goal continues to be improving safety, reducing incarceration, expanding access to community resources and enhancing public trust in government to make New York City stronger, fairer, and safer for all.
- **Project Reset (Bronx) Application #74655 - \$710,000** Bronx Community Justice is a diversion program offering a new response to low-level offending that is proportionate, effective, and restorative. The program offers people who are arrested for low-level, non-violent crimes and receive a Desk Appearance Ticket the opportunity to avoid court and the possibility of a criminal record by completing community-based programming. Participants engage in a one-time restorative circle discussion with community volunteers, during which they discuss their strengths and needs, the impact of their offense, and what they can do to improve their community. The program holds people accountable for their actions, involves community members in the administration of justice, and strengthens public trust in the justice system.
- **Project Reset (Brooklyn) Application #75477- \$977,182** Starting in March 2019 the Center for Court Innovation will expand Project Reset to Brooklyn. The expansion will unfold in two stage, first to Brooklyn North precincts, and then to Brooklyn South precincts later in the year. The program will serve people of all ages who are arrested for low-level, nonviolent charges a receive a Desk Appearance Ticket. Programming will occur at a new community office in downtown Brooklyn and/or arts spaces across the borough - including a collaboration with the Brooklyn Museum - and will cover themes of accountability, community harm and repair, and the role of law enforcement in Brooklyn.
- **Far Rockaway Community Justice Center (Queens) Application #76774 - \$1,635,315** Far Rockaway is geographically isolated, with 19% of residents living below the poverty line – a higher percentage than the rest of Queens. The Far Rockaway Community Justice Center will improve public safety, reduce the use of incarceration, and enhance public trust in justice by involving communities in the work of “doing justice.” The Justice Center will provide a local hub for crime prevention, youth development, and alternative-to-incarceration services, enabling residents of the Rockaways to engage in programming and resolve their court cases without numerous lengthy trips across the borough. The Justice Center will invest in local residents -- particularly young people --

providing services that build on their strengths, address trauma, and prepare them to become community leaders. Its placemaking initiatives will seek to revitalize distressed vacant lots and underutilized public spaces, activating the neighborhood's physical infrastructure to strengthen its social infrastructure.

- **Driver Accountability Program (Citywide) Application #77926 - \$885,082** The following application is for support of the expansion of the Driver Accountability Program that was developed and piloted at the Red Hook Community Justice Center, is also run on a limited basis in Staten Island and Brooklyn Criminal Courts. City Council support would allow the Driver Accountability Group to be facilitated in Brooklyn, Manhattan, Staten Island, and the Bronx, as sentences for misdemeanor driving offenses and as a requirement for drivers receiving multiple speed camera violations, both in connection with Councilmember Lander's Reckless Driver Accountability Act. Research appears to show that the Driver Accountability Group may change participant behavior and encourage safer driving.

TESTIMONY: UJA-FEDERATION OF NEW YORK
New York City Council
Youth Services Committee, Preliminary Budget Hearing FY 2020
Honorable Deborah Rose, Chair

Submitted by:
Faith Behum, UJA-Federation of New York

March 11, 2019

Good afternoon Chairperson Rose and members of the Committee on Youth Services. My name is Faith Behum and I am an Advocacy and Policy Advisor at UJA Federation of New York. On behalf of UJA, our network of nonprofit partners and those we serve, thank you for the opportunity to testify on the importance of maintaining and expanding services for the youth of New York City.

Established more than 100 years ago, UJA is one of the nation's largest local philanthropies. UJA's mission is to fight poverty, connect people to their communities and respond to crises both locally and around the world. UJA supports nearly 100 nonprofit organizations serving those that are the most vulnerable and in need of programs and services. UJA's network of nonprofit partners oversee a number of DYCD funded youth focused programs, including Summer Youth Employment Programs, Work, Learn, and Grow, COMPASS and SONYC programs. UJA is also an active member of the Campaign for Children. We recognize the support the City Council has provided to all the DYCD programs in the past and hope to maintain this moving forward. UJA submits the following recommendations for the FY 2020 budget:

Supporting New York City's Nonprofits

Government contracts make up the majority of most nonprofit providers' budgets, but pay only 80 cents on the dollar or less of the true cost of implementation. Furthermore, 89% of city contracts for human services are late, delaying vital funding and leaving 20% of New York City's nonprofit human services institutions technically insolvent. What makes this crisis even more urgent is the current economic unpredictability that could impact human services budgets as well increases the need for services.

In order to address this crisis, our sector needs the following core investments and improvements in partnership with the government:

1. Clean up the backlog of all contract action registrations and ensure a transparent and timely registration system going forward.
2. Pay providers a fair indirect rate, aligned with the new Health and Human Services Cost Policies and Procedures Manual, which was developed alongside Deputy Mayor Palacio.
3. Ensure a rational rate/budget setting process for solicitations/contracts moving forward.

Restore funding for SONYC Summer Programs for Middle School Students: \$20.35 million

Once again, the Preliminary Budget did not include funding for SONYC Middle School Summer Programs. Without this funding 34,000 middle school youth will be left without a program to attend over the summer months. Furthermore, the absence of funding for middle school summer programs in the Preliminary Budget, delays providers from hiring individuals to staff the programs and developing content. Providers cannot prepare for a program without a guarantee that they will be paid to implement it. We urge \$20.35 million be included in the Executive Budget in order to allow providers sufficient time to develop and implement quality summer programs for 34,000 middle school students in FY 20.

Restore and Baseline funding for COMPASS Elementary After-School Programs: \$8 million

Expanded capacity in middle school after-school programs has allowed students to access after-school supports while ensuring parents and guardians that their children are safe when school is out between September and June. Unfortunately, the same consistent investment in after-school programs has not been made for elementary school aged children. In FY 2019, \$8 million was baselined for the COMPASS Elementary After-School Programs while another \$8 million of one year funding was added to serve 9,000 children across the city. We urge the administration to baseline \$8 million in the FY 2020 Budget in order to maintain current levels of elementary after-school capacity.

COMPASS and SONYC Funding

UJA is grateful that the City, after hearing the concerns surrounding the inadequate rates in the COMPASS and SONYC RFPs from nonprofit providers, decided to cancel the RFP. Originally, one of our non-profit partners decided not to apply for the COMPASS RFP stating, "We can't run a program we are proud of based on the proposed reimbursement rates." This statement illustrates that providers must be compensated in a way that allows them to meet requirements and develop appropriate programming for the young people they serve.

One of the issues that need to be addressed in order to develop an adequate rate for COMPASS providers is ensuring all after-school programs are funded at the same rate. Despite similar services offered across elementary after-school programs, there continues to be two different rates funding COMPASS slots. Programs previously funded by the City Council before they were baselined at the end of the Bloomberg administration receive \$2,800 per child, which is \$400 less than the \$3,200 base rate. We urge the administration to increase the rates for these programs by **adding \$8.8 million** so all elementary after-school programs can be funded at the same rate.

Other issues must be addressed in order to improve reimbursement for both SONYC and COMPASS programs and adequately support the providers of these services.

1. Indirect rates and cost of living adjustments (COLAs) must be fully implemented. A recent survey performed by United Neighborhood Houses of 206 COMPASS and SONYC programs found that more than half had not received funding for one round of COLAs or indirect rate adjustments.
2. COMPASS and SONYC budgets must include costs associated with paying staff increased minimum wage. These costs should include increases for long-term staff so that they can earn above the minimum wage.
3. As of January 1, 2019 the minimum salary for exempt staff from overtime regulations mandated by the state increased from \$50,700 to \$58,000. Almost all COMPASS and SONYC directors work more than a 35-hour workweek. During the summer months, the New York City Health Department requires directors to be present for as much as 10 hours a day. COMPASS and SONYC budgets lack the financial resources needed for providers to pay directors salaries at this new level. Budgets must include funding to ensure that providers can comply with both the strict standards of the NYC Health Code and the state's labor law.

Restore and baseline Work, Learn & Grow: \$19 million

The Work, Learn and Grow (WLG) program provides youth enrolled in the Summer Youth Employment Program (SYEP) employment and educational opportunities during the school year. WLG placements begin in October and last for 22 weeks. WLG allows youth to continue to develop the skills they began learning in the summer at their SYEP job placements while continuing to earn wages. Investing in WLG also supports SYEP providers by allowing them to maintain year-round staff that can recruit and inspect worksites prior to the SYEP beginning in the summer. We urge the administration to restore and baseline the Work, Learn and Grow program by including \$19 million in the adopted budget.

Supporting providers, strengthening the Summer Youth Employment Program (SYEP)

Providers had to wait over a year between the release of the SYEP concept paper and the issuance of the final SYEP request for proposals (RFPs) in the fall of 2018. Awards were announced at the end of February 2019, only days before the majority of the contracts¹ were expected to begin on March 1, 2019. In order for providers to have programs ready to begin in July, things like outreach and recruitment; job and project development and participant applications; as well as selection and enrollment must begin in early March. The late announcement of awards required many providers to hire staff for contracts that they were not sure they would be awarded. SYEP providers who received award notifications continue to wait for DYCD to release worksite and participant applications. Providers need these to begin the process of matching hundreds of youth with job placements; delaying this process increases stress on providers and can negatively impact the quality of the jobs youth are matched with.

Once providers received their SYEP awards, they still had to grapple with the inadequate rate per participant to cover the true cost of maintaining quality programs. Since 2008, providers have been compensated for younger youth and older youth programs at a rate of \$325 per participant. In 2019, providers awarded community based younger youth slots will receive \$600 per participant while community based older youth providers will receive \$450 per slot. While the prices per participant were increased in the final 2019 SYEP awards, the increases are not enough to continue to provide high quality programs while meeting new requirements and staffing ratios.

Older youth community based program staffing requirements include maintaining a full-time program director for twelve months, a full-time job developer for six months, and a full-time education coordinator for six months. Providers are also encouraged to include a full-time or part-time counselor or social worker for a minimum of six months. Programs need to offer competitive salaries for all these positions in order to attract high quality candidates. One of the ways programs could meet the staffing requirements is by serving a larger number of older youth. In their proposals, programs requested to serve larger numbers of older youth in order to make their budgets work. Unfortunately, many awardees were promised significantly less older youth slots (in many cases hundreds less) than they proposed. Some were even awarded less slots than they were awarded in the last RFP. These providers are aiming for additional slots to make their budgets work, with the hope of being notified before June in order to be prepared to serve additional youth in July. Because many providers expect to be notified closer to the start of their programs in July, providers will hire staff like seasonal site monitors and prepare their programs for what they are expecting (not guaranteed) will be the final award amount. This is a financial risk for providers but is the only way for them to do business; if they wait until they are officially notified they will not be prepared to work with the additional youth in the summer.

SYEP providers were open with DYCD about their concerns with the rates when the RFPs came out and even tried to creatively overcome the funding obstacles in their proposals. Many providers were awarded contracts that will be difficult for them to fulfill and not be harmed financially. In order to better support SYEP providers, UJA urges the administration to increase community based younger youth and older youth per participant rates. This additional funding will be used by providers to meet the increased staffing demands of the new program models. Additionally, an increase in slots should be baselined in the RFPs so providers are offered both the approved financing and time to develop jobs for youth.

Conclusion

UJA-Federation of New York respectfully urges your consideration and support of these vital programs that assist New York City's most vulnerable and neediest youth and the organizations that serve them. Thank you for your time and if you have any questions please contact me at behumf@ujafedny.org or 212-836-1338.

¹ The RFP stated that Community Based younger youth and older youth service option contracts were expected to begin March 1, 2019 while the Community based Ladders to Leaders service option was expected to begin November 1, 2019.



Youth Services Committee Hearing - Monday, March 11, 2019

Vivian Santora, President & CEO, PowerPlay NYC and Lead Agency for STARS CGI
Jonee Billy, Director Strategic Partnerships and External Affairs

Testimony

Good Afternoon, my name is Vivian Santora and I serve as President/CEO of PowerPlay. I'd like to begin by thanking Chairwoman Rose and the rest of the Council committee members for taking time today to hear our testimony and for their crucial leadership and support of our work in youth development.

PowerPlay serves as the lead agency for **The Sports Training and Role-models for Success Citywide Girls Initiative (STARS CGI)**, a collaboration of nine leading NYC nonprofits helping girls and young women of color overcome barriers to success, gain access to high-quality out-of-school activities, and develop as leaders in their communities. The nine partners include — PowerPlay NYC, Girls Write Now, Groundswell, Lower Eastside Girls Club, Row New York, Sadie Nash Leadership Project, The Armory Foundation, Figure Skating in Harlem and Girls for Gender Equity — all leaders in the out-of-school time space, collectively serving up to 5,000 girls and gender non-conforming youth annually.

It's been said that the unfinished business of the 21st century is advancing the rights and opportunities of women and girls - full equality of women.

Girls today face real and profound challenges.

- **1 in 10 girls is "catcalled" before her 11th birthday.**
- **Black girls in the U.S. are suspended 6 times more than their white peers** (according to recent [federal data](#)).
- Girls of color also face specific factors that push them out of school, like sexual assault, criminalization and teacher stereotyping.
- **Emotional health is a high risk for girls today**, as suicidal thoughts have risen. 1 in 5 teen girls report experiencing mental disorder.
- **More girls are living in poverty and low-income households today than ten years ago.**
- **Obesity is on the rise for girls.** As we can imagine, girls who are overweight now are more likely to be overweight as adults, putting them at higher risk for several diseases.

Thankfully, statistics are not destiny.



The City Council has often discussed the need for more programming for the city's most vulnerable youth population and we couldn't agree more.

NYC's young women represent a valuable source of talent and leadership; in order to thrive, they need safe spaces to be active, think creatively, and talk about issues that affect them. Research reaffirms that girls and women are the keys to creating lasting change in our communities. Therefore, we must continue to invest in order for them to prosper and develop as leaders.

We are grateful the City Council acknowledges the importance of prioritizing opportunities for girls and we are here to highlight the ways in which STARS CGI serves as an example for programs city-wide. FY19 has been remarkable for the Initiative with a number of key milestones and achievements:

- As of December 31, 2018, the STARS partners have already served **3,575 youth in all 51 city council districts** through programming focused on sports, academic enhancement, STEM, college prep and the arts.
- **We hosted our 2nd Annual College Fair in October (2018):** Total attendance was **262 girls** and **40 Colleges were represented**.
- **On April 23rd, STARS will be hosting our culminating event - the 5th Annual Leadership Summit:** A unique one-day conference created to give girls and gender non-conforming youth opportunities to foster new connections that support and nurture their strengths and interests. The day is comprised of workshops and keynote conversations designed to empower. **Anticipated attendance: 500.**
- **Collectively, STARS reaches over 185,000 followers across our social media platforms.**

Today, the STARS CGI partners respectfully request renewal and enhancement totalling \$1.65M, an increase of \$50,000 per organization, to expand the imperative work of addressing girls' needs in the immigrant youth community, offer more resources to the LGBTQ community, and explore more avenues in programming.

Again, on behalf of PowerPlay NYC and STARS CGI - thank you for your ongoing support. STARS CGI is meeting a variety of needs for thousands of vulnerable youth across all five boroughs - particularly girls of color - and these achievements would not have been possible without your strategic input and collaboration.



PowerPlay NYC

PowerPlay NYC advances the lives of girls through sports, helping them grow physically, emotionally, and academically stronger. We create a continuum of opportunities for girls ages 8-18. Partnering with schools and community based organizations to conduct after-school and summer programs we fill a critical service gap for girls and gender nonconforming youth of color living in poverty. These youth make up nearly 70% of NYC's public school system, but are dramatically underrepresented in the city's top public high schools because of systemic barriers to educational and social resources.

Our work focuses on young women of color living in poverty, who are among NYC's most vulnerable populations. Research (Women's Sports Foundation Report: "Her Life Depends on it") shows urban girls of color have the *least* opportunities to participate in sports or physical activity of *any* demographic group of youth. This is whom we serve, by offering our programming in all five boroughs, targeting low-income, underserved communities and Title 1-funded public schools. 95% of our participants are girls of color and over 90% receive free lunch in school.

The Sports Training and Role-models for Success (STARS) Citywide Girls Initiative, funded at \$1.2 million by the New York City Council, has offered the City of New York a unique opportunity to support the healthy development of thousands of girls and young women of color since 2015.

Mission: the STARS Citywide Girls Initiative (STARS CGI) is a collaboration of nine leading NYC nonprofits that helps girls and young women of color overcome barriers to success, grow emotionally, academically and physically stronger, and develop as leaders in their communities. The nine partners—Girls Write Now, Groundswell, Lower Eastside Girls Club, PowerPlay NYC, Row New York, Sadie Nash Leadership Project and the newest partners The Armory Foundation, Figure Skating in Harlem and Girls for Gender Equity—all leaders in the out-of-school time space, will continue to create thousands of program slots and deepen programming for girls in all five boroughs. With support and funding from the New York City Council, the STARS CGI develops the life and leadership skills of NYC girls through after-school and summer sports, academic enhancement, STEM, college prep and the arts.



Sports Training And Role-models for Success Citywide Girls Initiative (STARS CGI)

**Program Update:
July 2018 - December 2018**

Prepared by:

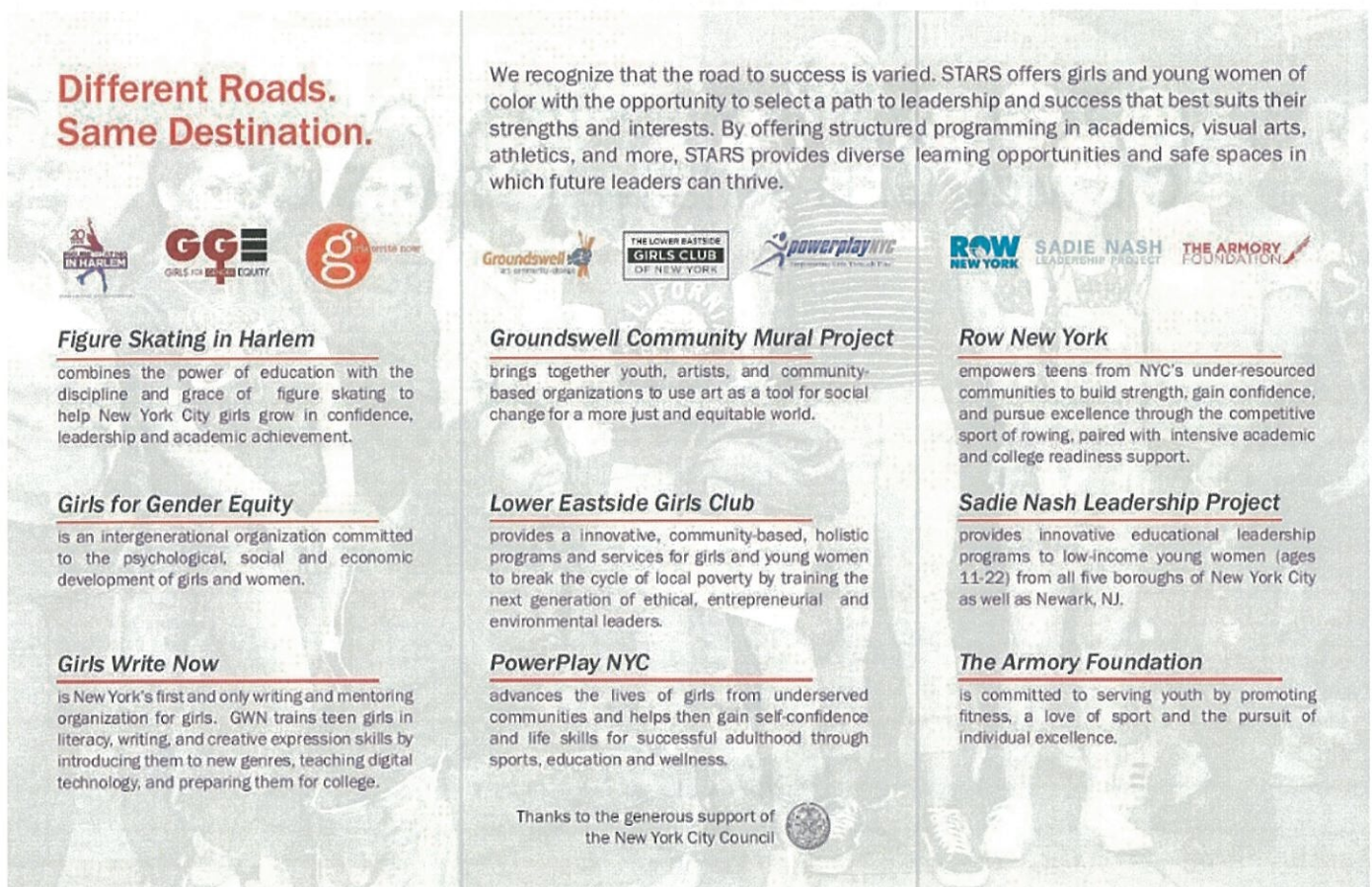


A. Introduction.

The Sports Training and Role-models for Success Citywide Girls Initiative (STARS CGI), funded at \$1.2 million by the New York City Council, offers the City of New York a unique opportunity to support the healthy development of thousands of girls and young women of color.

Mission: STARS CGI is a collaboration of nine leading NYC nonprofits that support girls and young women of color overcome barriers to success, grow emotionally, academically and physically stronger, and develop as leaders in their communities. The nine partners — PowerPlay NYC, Girls Write Now, Groundswell, Lower Eastside Girls Club, Row New York, Sadie Nash Leadership Project, The Armory Foundation, Figure Skating in Harlem and Girls for Gender Equity — all leaders in the out-of-school time space, continued to create thousands of program slots and deepen programming for girls in all five boroughs. With support and funding from the New York City Council, the STARS Citywide Girls Initiative develops the life and leadership skills of NYC girls through after-school and summer sports, academic enhancement, STEM, college prep and the arts.

FY19 has been remarkable for the Initiative with a number of key milestones and achievements, we hosted our second annual STARS College Fair and planning is underway for our fifth STARS Citywide Girls Youth Summit.



**Different Roads.
Same Destination.**

Figure Skating in Harlem
combines the power of education with the discipline and grace of figure skating to help New York City girls grow in confidence, leadership and academic achievement.

Girls for Gender Equity
is an intergenerational organization committed to the psychological, social and economic development of girls and women.

Girls Write Now
is New York's first and only writing and mentoring organization for girls. GWN trains teen girls in literacy, writing, and creative expression skills by introducing them to new genres, teaching digital technology, and preparing them for college.

We recognize that the road to success is varied. STARS offers girls and young women of color with the opportunity to select a path to leadership and success that best suits their strengths and interests. By offering structured programming in academics, visual arts, athletics, and more, STARS provides diverse learning opportunities and safe spaces in which future leaders can thrive.

Groundswell Community Mural Project
brings together youth, artists, and community-based organizations to use art as a tool for social change for a more just and equitable world.

Lower Eastside Girls Club
provides a innovative, community-based, holistic programs and services for girls and young women to break the cycle of local poverty by training the next generation of ethical, entrepreneurial and environmental leaders.

PowerPlay NYC
advances the lives of girls from underserved communities and helps them gain self-confidence and life skills for successful adulthood through sports, education and wellness.

Row New York
empowers teens from NYC's under-resourced communities to build strength, gain confidence, and pursue excellence through the competitive sport of rowing, paired with intensive academic and college readiness support.

Sadie Nash Leadership Project
provides innovative educational leadership programs to low-income young women (ages 11-22) from all five boroughs of New York City as well as Newark, NJ.

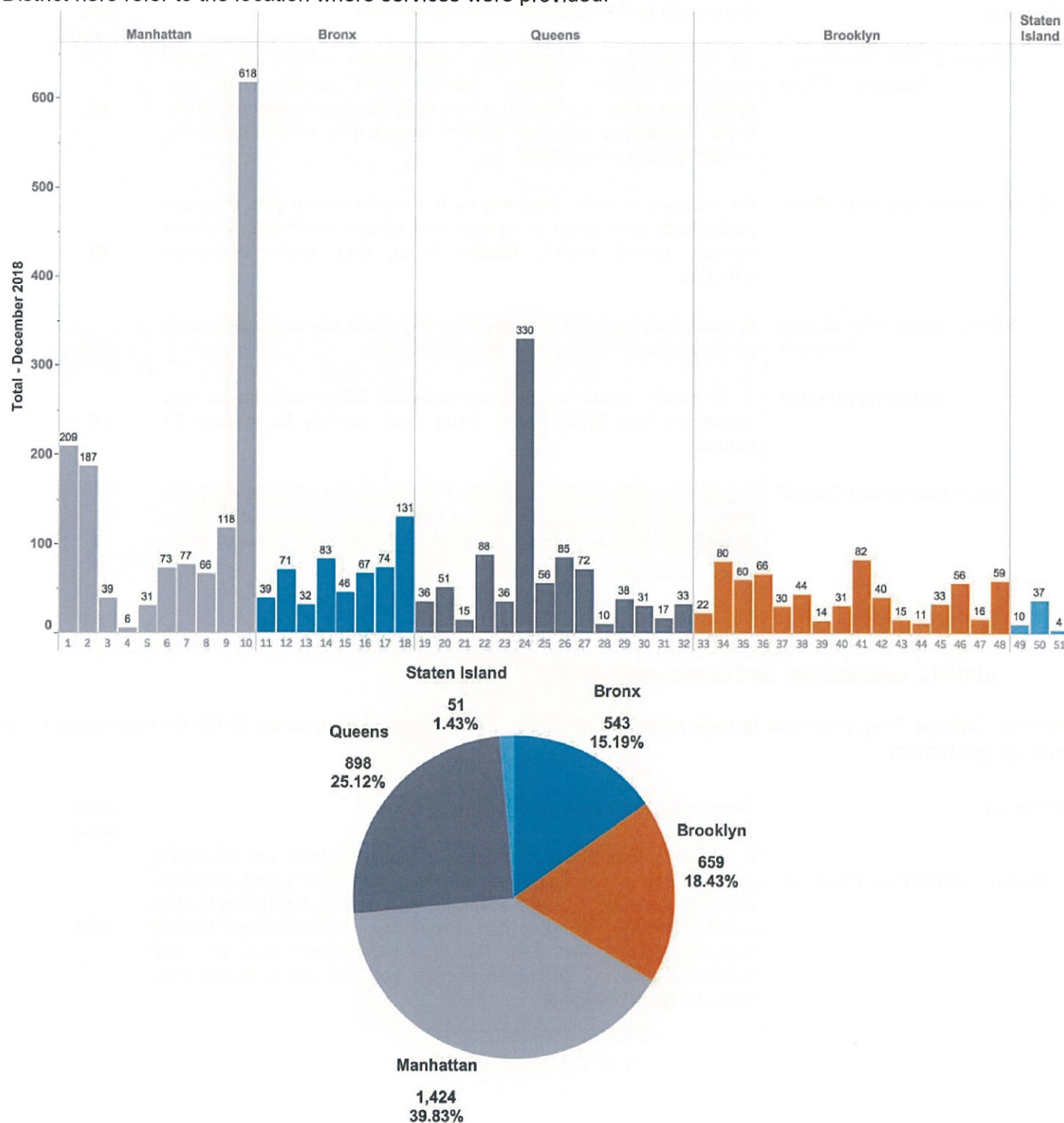
The Armory Foundation
is committed to serving youth by promoting fitness, a love of sport and the pursuit of individual excellence.

Thanks to the generous support of
the New York City Council

B. Activities/Services.

Together, in FY 19 — July 1 to December 31, 2018, the nine partners of STARS are proud to serve **3,575 youth in all 51 city council districts** through programming focused on sports, academic enhancement, STEM, college prep and the arts. We truly are a collaborative citywide initiative.

The bar graph below illustrates the collective number of youth served by city council district and the pie chart is a depiction of the total youth and percentages served by borough as of December 31, 2018. The Council District here refer to the location where services were provided.



Below is a description of activities and coalition programming used to reach the 3,575 girls!

1. Power Play NYC — advancing the lives of girls through sports, by developing skills to grow physically, emotionally and academically stronger.

The STARS Citywide Girls Initiative is changing the scope of PowerPlay's service delivery for sports and education programs for girls throughout the city. PowerPlay has grown significantly over the past three years and is reflected across all levels of our organization and programs.

| Program. | Service(s) and target population(s) served. | Girls served |
|--|--|---------------------|
| <i>Super STARS Leadership Academy (SSLA)</i> | An intensive summer academy that includes college and career readiness, financial literacy, sexual health, healthy living, and sports education, along with a two-week mini-internship and youth coach mentoring with our STARS Series after school programs throughout the school year. | 44 |
| <i>Rising STARS Academy (RSA)</i> | An intensive summer academy for the middle school girls. Program participants participate in college and career readiness, financial literacy, sexual health, healthy living, and sports education activities. | 26 |
| <i>STARS Series After-School Program</i> | A weekly after school healthy living and sports education programs for elementary, middle, and high school girls. | 639 |
| <i>Mentoring program</i> | A 10-month mentoring program between SSLA participants and volunteers from Wells Fargo. Pairs meet monthly for at least 60 minutes. | 13 |
| <i>Youth Leadership Council</i> | A program allowing SSLA participants to become active in civic and democratic processes, identifying and researching social issues, organizing advocacy actions, and creating policy recommendations. | 12 |

2. The Armory — serving youth by promoting fitness and education through a broad range of athletic, educational, and community programs.

Armory College Prep prepares female public-school track participants (from grades 6-12) for high school and college graduation.

| Program. | Service(s) and target population(s) served. | Girls served |
|-------------------------------------|---|---------------------|
| <i>Armory College Prep Program.</i> | A program that includes college choice, financial aid education; college visits and continued support during the four years of college. Services provided include: academic counseling, artistic exploration (essay coaching, acting, a trip to Broadway and Great Books reading and discussions) test prep (for both high school admission and college admission), computer science, robotics and a steady hand finding a great college fit. | 200 |

3. Figure Skating in Harlem — empowering young girls in NYC with the skills and foundation to achieve their dreams.

After two decades, FSH continues to be the only education, ice skating and leadership program of its kind in the country. We enjoy the support of the community as well as US Figure Skating, and many Olympians. FISH's programs work with hundreds of girls annually on the ice and in the classroom.

| <i>Program.</i> | <i>Service(s) and target population(s) served.</i> | <i>Girls served</i> |
|--|---|---------------------|
| <i>Summer Dreams Camp.</i> | Designed to combat summer cognitive "brain drain," our Summer Dreams Camp provides 85 girls in grades 18 with four days and up to 40 hours per week of programs that engage the mind and body. Students spend each week honing their reading, writing and math skills; learning about STEM concepts through experiments and activities; improving their fitness through dance and movement; learning to master new on-ice figure skating elements; and attending cultural and career-focused trips. Another 20 high schoolers are encouraged to participate in one-on-one college guidance as well as attend the several college themed workshop and trips that are offered throughout the summer as they prepare for the admissions process. New programmatic services this year included extra workshops and trips for high schoolers, who visited the School of Visual Arts and Rutgers. | 86 |
| <i>I Can Excel - After school program.</i> | An afterschool program that offers students support to improve grades in their core subjects, English and math, to prepare them for success to and through college. All students are placed in small tutoring groups (4:1 student-to-teacher ratio or smaller) for a full year. All girls commit to aim for an "A" average in school, are in good standing with a "B" average and participate in mandatory tutoring with a "C" average. Individual Learning Plans, created at the beginning of the year using computerized assessments, report card grades and tutor observations, set benchmarks for progress. | 175 |

4. Girls for Gender Equity — promoting physical, psychological, social, and economic development of women and girls.

Through education, organizing and physical fitness, GGE encourages communities to remove barriers and create opportunities for girls and women to live self-determined lives.

| <i>Program.</i> | <i>Service(s) and target population(s) served.</i> | <i>Girls served</i> |
|-------------------------------|--|---------------------|
| <i>Urban Leaders Academy.</i> | An after-school program designed to help low-income middle and high school students in Brooklyn, ages 11 - 18, achieve academic excellence, social and emotional growth and maintain healthy lifestyles. The STARS initiatives are — <ul style="list-style-type: none"> - Perfectly Me – a weekly club for self-identified girls focused on gender identity, gender and racial justice education. - Gender and Sexuality Alliance – a weekly club for LGBTQ participants and allies focused on gender identity, gender and racial justice education, advocacy and activism. - GGE Step Dance Team - Middle school and High School - weekly club focused on performance, self-expression, health & fitness, racial and gender justice. | 128 |

| | | |
|--|---|-----------|
| | - Day One Healthy Relationships - weekly workshops focused on consent, boundary setting, healthy communication, gender-based violence prevention, safety planning and support. | |
| <i>Sisters in Strength & Young Women's Advisory Council.</i> | Programs for young women – cis, trans, queer and heterosexual, and gender nonconforming and non-binary youth of color who reside in all five boroughs. Meetings take place in District 33 – Stephen T. Levin. | 31 |

5. Groundswell Community Mural Project — engaging youth in creative processes at the intersection of arts education, youth development, and social justice to inspire community engagement and social change.

Groundswell brings together artists, youth, and community organizations to use art as a tool for social change.

| Program. | Service(s) and target population(s) served. | Girls served |
|----------------------|---|---------------------|
| <i>Voices Her'd.</i> | An afterschool and summer program serving self-identified young women who have demonstrated exemplary commitment to using art as a tool for social justice. | 17 |

6. Girls Write Now — mentoring underserved young women to find their voices through the power of writing and community for 20 years.

Girls Write Now is New York's first and only writing and mentoring organization for girls, and one of the nation's top after school programs as distinguished twice by the White House and the President's Committee on the Arts and the Humanities.

| Program. | Service(s) and target population(s) served. | Girls served |
|---|--|---------------------|
| <i>Writing and Mentoring Program.</i> | A program that matches teen girls with professional women writers for an intensive mentoring relationship that lasts from one to four years. Alongside her mentor, each student hones her writing, editing, and public speaking skills; in the process, she becomes part of an intergenerational community of writers and builds self-confidence to make empowered choices in her school, career, and life. Mentoring pairs attend monthly workshops that explore subgenres within poetry, fiction, memoir, journalism and screen/playwriting (e.g. magic realism, column writing, poetic forms) and feature craft talks from guest authors. At their weekly pair sessions, mentoring pairs hone and polish pieces developed in workshops into final products to upload to their online portfolios and for applications to Scholastic Art & Writing Awards. The program culminates in a four-part CHAPTERS Reading Series, where mentees perform their pieces alongside high-profile authors for audiences of up to 1,000 at major cultural venues like the New-York Historical Society, and publication of mentees' and mentors' work in our award-winning anthology. | 85 |
| <i>Digital Media Mentoring Program.</i> | In the Digital Media Mentoring Program, mentees create at the intersection of language, technology and art. Workshops, developed with Parsons School of Design, incorporate writing and digital skills such as audio and video editing, and coding. Mentees meet weekly with mentors to write and develop portfolio pieces, which also incorporate new digital media such as Twine (erasure poetry), Audacity (investigative journalism), Scratch (animated graphic novels) and Google SketchUp (playwriting). Mentees present and | 55 |

| | | |
|--|---|--|
| | discuss their work at the annual QWERTY Digital Media Exhibition, which attracts hundreds of attendees and features a panel of successful women media makers. | |
|--|---|--|

7. The Lower Eastside Girls Club — providing innovative, community-based holistic programs and services for girls and young women to break the cycle of local poverty by training the next generation of ethical, entrepreneurial and environmental leaders.

Girls Club members overcome adversity, perceive opportunity, develop self-confidence, make ethical decisions and healthy life choices, thrive academically, embrace leadership, and have the ability to enter college or the workforce as fully prepared and connected adults.

| <i>Program.</i> | <i>Service(s) and target population(s) served.</i> | <i>Girls served</i> |
|--|---|---------------------|
| <i>Middle School Program, Girls as Activists, Leaders, and Advocates High School Internship program.</i> | Our 35,000 square foot state-of-the-art community center offers a safe haven with programs in the arts, sciences, leadership, entrepreneurship, and wellness for girls in middle and high school. Facilities include a Maker Shop for engineering and coding; Biology lab for STEM programming and research; Alphabet City Art School for visual arts and crafts; Center for Media and Social Justice for digital media and photography; Sound Studio for music production and our radio station/podcast, WGRL (Where Girl Radio Lives); Design Shop for fashion design; a rooftop farm; full culinary kitchen and cafe; and 64-seat state-of the art, 30-foot dome planetarium. We offer over 50 unique programs a week, at no cost to girls and their families. | 300 |

8. Row New York — transforming the lives of New Yorkers through rowing and rigorous academic support since 2002.

Row New York's year-round competitive program for high school students meets six days a week, providing more than 1,000 hours of athletic training and comprehensive academic support annually. This combination of rowing plus academics yields powerful returns.

| <i>Program.</i> | <i>Service(s) and target population(s) served.</i> | <i>Girls served</i> |
|--|---|---------------------|
| <i>"Core" Middle & High School Programs.</i> | Year-round, high-dosage athletic, academic, college- and career readiness, and social-emotional learning programming. | 190 |
| <i>Adaptive Rowing Program.</i> | A program that allows New Yorkers with physical and cognitive disabilities to learn the fundamentals of rowing; build strength, speed, and confidence; receive personalized feedback and training; and compete in indoor and outdoor regattas across the region. | 176 |
| <i>School Day Adaptive Program.</i> | Through a partnership with the New York City Department of Education District 75—which serves students with cognitive and physical disabilities. The program helps young women learn basic rowing technique and terminology, understand safety on the water, build physical fitness, and exercise independence. | 120 |
| <i>eRow¹.</i> | An Introductory PE session followed by intensive after-school indoor rowing and entrepreneurship training for youth from under-resourced New York City public schools. | 680 |

¹ New Program/ Initiative.

| | | |
|-----------------------------|---|------------|
| <i>Queens Summer Camps.</i> | On-water rowing programming to help youth improve fitness, learn the fundamentals of rowing, and build strength and speed. | 75 |
| <i>High School Indoor.</i> | Indoor rowing clinics to expose public high school students to the sport of rowing and provide a fun outlet for physical fitness. | 100 |

9. Sadie Nash Leadership Project — promoting leadership and activism among young women since 2001.

Sadie Nash Leadership Project promotes leadership and activism among young women and gender expansive youth so they can be agents of change in their lives and in the world.

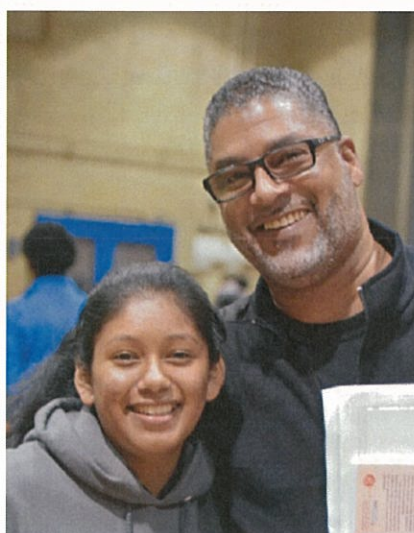
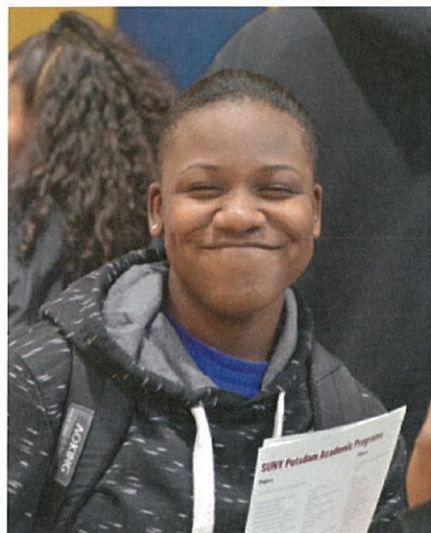
| <i>Program.</i> | <i>Service(s) and target population(s) served.</i> | <i>Girls served</i> |
|--|---|---------------------|
| <i>Community Partnership.</i> | Brings Sadie Nash programming directly to young women and gender-expansive youth at schools and social service agencies throughout all five boroughs. Programming consists of a weekly leadership class serving participants, including English language learners, recent immigrants, youth at-risk of dropping out, and youth in the foster-care system. | 286 |
| <i>Sisterhood Academy.</i> | An after-school track, which focuses on classes that redefine Leadership and Identity. Classes take place in-house at Sadie Nash Manhattan offices every Tuesday and Thursday from 4-6pm. Participants engage in workshops around identity, healthy relationships and wellness, media, youth activism, social justice, and self-suggested topics. | 28 |
| <i>Nash U.</i> | A senior track that supports youth in our programs to prepare and apply for college. It is a structured class that meets every Saturday from 11am-2pm and incorporates various field trips, college tours, and other specialized opportunities. Nash U prioritizes students needing college preparation support and those who can commit to attending sessions. | 25 |
| <i>Community Action Placement (CAP).</i> | A hands-on, paid internship opportunity and job readiness training for approximately 20 young women and gender-expansive youth, ages 15-18 at different community-based organizations around New York City. | 22 |

C. General Updates.

1. STARS CGI College Fair – Tuesday, October 16, 2018 at the High School of Fashion, Chelsea.

The STARS CGI partners hosted our Second Annual STARS College Fair on Tuesday, October 16th, 2018 from 5-7pm at the High School of Fashion Industries in Manhattan. Overall, 378 girls and young women signed up and joining us on a school-night, our final tallies show we had 262 attendees — up from 212 attendees last year, many from the outer boroughs.

There were 40 colleges, universities and organizations represented, including local/regional community colleges, CUNYs and SUNYs and Ivies. We also experienced a 100% volunteer attendance rate, reinforcing the powerful success our evening.





STARS CITYWIDE GIRLS PRESENTS

2018 COLLEGE FAIR



TUESDAY, OCTOBER 16

5-7 PM

HIGH SCHOOL OF FASHION INDUSTRIES

225 W. 24TH STREET NEW YORK, NY

FREE!

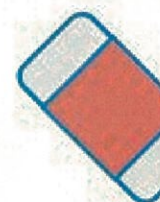
Middle & High School Girls Encouraged to Attend

RSVP:

bit.ly/STARScollege



STARS Citywide Girls (Sports Training And Role-models for Success) is a special initiative of the New York City Council created to support the healthy development of girls and young women from all five boroughs of NYC and celebrate them as the leaders of tomorrow!



Contact: ebrown@powerplaynyc.org

SADIE NASH
LEADERSHIP PROJECT

ROW
NEW YORK

THE ARMORY
FOUNDATION



GG
GIRLS FOR GENDER EQUITY

THE LOWER EASTSIDE
GIRLS CLUB
OF NEW YORK

Groundswell

powerplayNYC
Empowering Girls Through Play

2. STARS CGI Breakfast Dialogue: *Championing NYC Girls Leadership*

The nine partners of the Sports Training and Role-models for Success Citywide Girls Initiative (STARS-CGI) have been eager to bring together VIPS/Key Stakeholders from both the public and private sectors to showcase how our collaborative has successfully leveraged public support to engage partners that also promote the collective leadership of girls across New York City.

The first-ever **STARS CGI Breakfast Dialogue: *Championing NYC Girls Leadership*** will be hosted in March to coincide with Women's History Month.

Details are as follows:

Date: Tuesday, March 26th
Time: 8:30AM
Location: Deloitte Offices at 30 Rockefeller Plaza

3. STARS Citywide Girls Youth Summit — April 2019.

The nine CGI partners will come together in April to host a day-long conference for girls in NYC. Our fifth annual gathering will be a day of fun and inspiration, and a culminating event for the Initiative in FY 19.

The Summit will include workshops designed to encourage the attendees to meet one another and get thinking about big decisions and choices in their lives and communities. They'll also draft recommendations on issues they feel strongly about as young women leaders to present to the City Council. We are looking forward to an incredible day with over 500 youth in attendance for the fifth consecutive year. Workshops will include topics like leadership, empowerment, college readiness, career exploration.

Expected outcomes of the day include girls having increased knowledge of career fields and understanding of the college application process, along with increased motivation to do well in school to maximize their opportunities, increased feelings of self-efficacy, a new network of strong and supportive females.

D. Key accomplishments, barriers to success, and way forward.

The STARS CGI has had great accomplishments in FY 19 — developing robust Metrics and evaluation systems, leveraging of Council funding to acquire new grants or awards, holding important meetings, and expanding and deepening program to reach more girls.

Power Play NYC

PowerPlay NYC has successfully leveraged its status as lead agency of the STARS CGI to secure new sources of private foundation as well as corporate and government support, including a grant from Nike to support two critical needs for our flagship STARS Series After-School Program in the areas of coach staffing and professional development – our Coach Support and Training Improvement Plan. We have also received grants from the Pinkerton Foundation and most recently, the Scheider-Lesser Family Foundation.

The young women in SSLA prepared for college and the workforce through a structured, girl-centered approach focused on four key areas: Academic Success & College Readiness; Career/Workforce Readiness Positive Personal Development and Health /Fitness. During the four-week summer intensive, participants experienced over 157 hours of sports, mentorship, and college & career readiness activities. Each girl created a professional resume, drafted a college essay, and developed a list of stretch and target colleges. Girls and parents have also become more knowledgeable about the financial aid process and will be empowered to make smart financial decisions regarding financing college. 100% of our seniors from this year's cohort are on-track to graduate on time and go on to meet all college admissions requirements.

Under the direction of Patrick Okwir, our MEAL Fellow, pre and post surveys were administered to both cohorts of SSLA and RSA participants. Specifically, we found: 90% made statistically significant gains in Self-Management, 90% made gains in Social Skills, 86% made gains in Contribution, 78% made gains in Academic Self Efficacy, 75% made gains in Positive Identity and 50% made gains in Social Capital. During the school year, our monthly workshops and activities will emphasize and reinforce all of the aforementioned capacity areas. We will be sure to play close attention to strengthening our competence to drive social capital and academic self-efficacy. We reflect on our achievements and conduct staff development on effective best practices to drive SEL. See Annex I for a detailed report.

FY 18 STARS Series after school program reinforced for us the idea that adolescent girls, who we know are at a critical stage of social and psychological development, are less likely than their younger siblings/counterparts to show up and sit still for an after-school program that feels like an extension of their already long school day. In FY 19, We have made a strategic decision to focus primarily on enhancing the quality of our STARS Series After-School Program (i.e., executing mostly at elementary schools and investing in our part-time coaching staff) and deepening program (i.e., additional days per week) amongst the elementary school girls vs. attempting to add brand new middle-school sites. We continue to reflect and ask ourselves how best can we reach middle-school girls with current programming and/or further enhance our relationships with schools/sites so they are actively engaged partners in recruiting/enrolling participants and honor their MOUs with us.

The Armory

Armory College Prep offers academic enrichment, college counseling, financial aid assistance and writing and arts development. This program has seen tremendous success, with 100% of last year's graduating class gaining acceptance to 4-year colleges. On average, our seniors received scholarships and grants equal to 84% of their tuition and room and board for all 4 years of their college education. The children who participate in our athletic programming are also given the opportunity to receive after-school academic enrichment. Through our Armory College Prep middle school program, we currently offer our Great Minds program which exposes students to time-tested literature and challenges students to create robots to accomplish various tasks, along with mathematics enrichment, high school application support, and robotics instruction. All of our educational and youth track programs are available at no cost to all participating students.

Our challenge continues to be funding. In 2017 we lost our very dynamic leader and founder, Dr. Norbert Sander who was a terrific fundraiser. Co-Presidents, have worked hard to keep the donations flowing into The Armory. This past year we made headway, and we continue to expand our efforts. This generous grant helps us, but we have an additional \$900,000 to raise each year for our youth programs. The STARS funding is requested in a monthly manner, divided equally, so we do not run out before the end of the fiscal year.

Our plan is to continue to tell our story. We have digitized our Yearbook, available to all who are interested in The Armory, where we are able to insert Program News as it becomes available (for instance, when the seniors are accepted into college) increased the number of newsletters and made concerted efforts to expand our donor base. This has proven to be time consuming, but successful. In 2018 we kicked off the Dr. Sander Legacy Fund and have been heartened with our early results.

Figure Skating in Harlem

In July and August our Summer Dreams camp served 86 students. For the second year, in response to parent feedback, we offered an early drop-off options for campers starting at 8:00am. Each morning, students engaged in educational classes including Math, ELA/book discussion, STEM through the lens of figure skating, and Leadership/Self-Advocacy classes. The theme of the summer camp "Dream Like A Champion," weaved discussion and projects that enabled students to reflect on their aspirations, draw conclusions and form plans about how to achieve their dreams for their futures. Each day after classes, FSH transported students by bus to and from the Ice Hutch in Mount Vernon for an afternoon of skating instruction.

Our 2018-2019 After School Program enrolled 175 girls, who are engaged in small group tutoring, classes in STEM, financial literacy, communications and leadership/self-advocacy classes, along with fitness and skating instruction. To date, our students have participated in a bilingual Pathways to College workshop in partnership with the Hispanic Federation, attended two College Bridge program presentations from Oliver Scholars, Prep for Prep and ABC, among others, and have gone on five cultural trips to Disney on Ice: Mickey's Search Party, Sesame Street Live: Let's Party. Let The Music Play Gospel music show that parents could enjoy with their children, and the play Gloria: A Life on the life and work of Gloria Steinem. FSH Students also performed at the Riverbank State Park Tree Lighting, a holiday skating event at Bloomingdales, the opening of Stateside Rink in Brooklyn. Our synchronized skating teams competed at the Terry Connors Synchronized Skating Classic in December and have two more competitions in the coming months.

We have received major coverage for our innovating sports-based youth development organization, including a feature in the New York Times Sunday Style section, with photography by FSH alum Flo Ngala, a spot on Positively Black on NBC, a CNN Commercial in partnership with Pure Point Financial, a documentary with Misty Copeland, and a Netflix documentary of French-African skater Surya Bonaly. In January, FSH will be featured on the Today Show with Al Roker.

In the Summer our student's made major strides. Highlights include: 77% of participants improved on STEAM post test results; 98% of participants would recommend our program; 79% of participants positively approved of classes; 82% of participants favorably approved of instructors; 84% of students tested passed 1 or more skating levels; 95% of participants positively rated skating classes; 100% of participants favorably approved of their college trips and workshop experiences.

In end-of-summer student surveys, students reported on perceived improvements and rated camp activities: School Work 95%; Leadership 95%; Self-Discipline 92%; Self-Confidence 86%; Self-Image 94%; Organizational Skills 86%; Pride in Yourself 94%; Concentration 92%; Commitment 85%; Physically Fit 92%; Healthy Eating 89%; STEAM 92%; Math 94%; Communications 83%; Skating 97%; Skating Coaches 97%; Education Teachers 97%; Field Trips 100%;

To date in our afterschool program, 91% of participants enjoy the overall program, 100% of participants feel the environment is safe, 93% enjoy the topics covered, 88% of participants enjoy the class activities, and 86% of students are positive about student/teacher engagement.

Since its inception in 2011, our Summer Camp and weekly bridge program has provided skating instruction to students at City Ice Pavilion in Long Island City. In early 2018 we were informed that the rink would be for maintenance during the fall of 2018. To ensure that we could still provide these opportunities to our youth, we identified and partnered with a new rink, the Ice Hutch in Mt. Vernon for summer camp and Chelsea Piers for weekly skating opportunities from April to August.

Girls for Gender Equity (GGE)

On December 1st, GGE invited stakeholders impacted by school pushout to be in community at "GGE In The Buildin". It celebrated GGE's work with a victory wall, and group breakout sessions that intergenerationally discussed topics of school pushout such as sexual harassment, dress code, restorative justice, and counselors not cops.

The School Girls Deserve Campaign was launched at a Press Conference on the steps of City Hall on October 25th. The campaign is based on our School Girls Deserve Report. In 2017, GGE partnered with over 100 students to identify the barriers to their safety and wellbeing in schools. Student research revealed that they experience rampant sexual harassment and, in some instances, sexual assault in schools. This year, we are focusing on 2 out of the 45 recommendations:

1. Ensure equal protection for all NYC students through the enhancement of Title IX.
2. Create a citywide school dress code that celebrates body diversity, racial, religious and gender expression.

Groundswell Community Mural Project

Groundswell's "Voices Her'd" program enrolled 17 young women, and resulted in the creation of a large-scale mural focused on the theme of mental health for women of color. Lead Artist Jazmine Hayes and Assistant Artist Micaela Anaya led a remarkable group of young women through an eight-week summer process of team building, presentations, research, training, field trips, design, and fabrication.

Example session activities included drawing, constructive critiquing, and writing. Notably, the young women also went into the community to ask open questions constructed around the ideas of home, family, and health. The artists and youth focused on the following questions:

- With easy access to toxic imagery of people of color in the media, news, television, social media and pop culture how do women of color view themselves?
- How do these images affect their psyche, how are they caring for themselves?

At the conclusion of the program, the participants hosted a celebration open to the community that integrated the various themes that they had researched and explored during the program: a self-care station, a meditation corner, and a resource table for community members to care for their own mental health and well-being.

Through exposure to a high-quality arts education rooted in social justice with social/emotional supports, these programs developed creative problem-solvers who used their radical imaginations to create personal and societal change. Our programs used art-making practice and mentorship to build self-confidence and support the development of critical life skills, enabling them to become leaders in their schools, communities, and beyond.

From Evaluations:

The Teaching Artist Evaluation yielded the following results:

- 95% believed that the program created a safe space and community for youth to express their views, feel belonging, make contribution and gain recognition.
- 85% agreed that themes and symbols of youth empowerment & social justice were evident in the mural design. 85% found the design influences (artist, styles) & relationship to visual art movements are evident.
- 85% found events such as the CP presentation, community painting day and final dedication/celebration were successful & engaging.

The Youth Evaluation generated the following results:

- 87% of the youth divulged that the program made them realize that they can be part of the solution and use art to create positive change in the world.
- 92% were proud of the mural and thought it turned out well.
- 81% deepened their understanding of personal goals and actionable steps they could take to reach them.
- 82% were introduced to the history of Public Art and its role in justice movements by Groundswell.

The Voices Her'd program faced its second year of difficulty installing its final mural on a permanent wall. A local architecture firm had promised that a new building would have a large wall that would be ready for a mural in the summer. Unfortunately, the construction process was significantly delayed, and the program painted the mural on parachute cloth for future permanent installation. Even before this partner misalignment challenge occurred, the Groundswell staff had discussed the need to establish and share clear and consistent expectations during initial partnership discussions.

Groundswell continues to pursue partnerships for Voices Her'd that are more supportive and generative for a final mural location. We have created a "donate a wall" page on our website for property owners who are interested in donating a wall(s) to Groundswell for a mural.

Girls Write Now (GWN)

As the first writing and mentoring organization for girls, GWN has been a nationally award-winning leader in arts education for 20 years—and continues to innovate ways to elevate the voices of girls who are often not heard—or worse, silenced. Uniquely positioned at the intersection of literature, art, and technology, GWN pairs girls with professional women writers as lifelong mentors and role models—and welcomes them into a diverse community that helps them navigate their professional and personal goals. Our mentees are published in outlets including The New York Times, Newsweek, and BuzzFeed, perform at Lincoln Center and the United Nations, and earn hundreds of Scholastic Art & Writing Awards. 100% of Girls Write Now seniors apply and are accepted to college.

In May, we published *Generation F: The 2018 Girls Write Now Anthology*, with a foreword by Ashley C. Ford and an introduction by Teen Vogue's Samhita Mukhopadhyay, featuring original work from WMP mentors and mentees, with stories about how their relationship influenced their writing. This book was produced in partnership with Dutton and Feminist Press, and is available in print and as an e-book. In June we unveiled a multimedia anthology by the same name, a website platform for the projects that mentees displayed at QWERTY. Our 20th anniversary anthology, *Girls Write Now: Two Decades of True Stories from Young Female Voices*, was published by Tin House in October and has garnered rave reviews from The New York Times, Booklist, Kirkus, and more. Mentees performed their work for thousands at major cultural venues like the N-Y Historical Society graced by keynote speakers such as Meg Wolitzer, Tomi Adeyemi, and Phoebe Robinson.

In 2017-18, GWN participated in a national collective impact study on social-emotional learning, as part of a pilot cohort organized specifically to measure writing outcomes. We contributed to and helped define the best practices against which all participating organizations are measuring their results. GWN earned the highest scores of any writing program evaluated. Select survey responses:

- Positive Identity (a youth's internal sense of positive self-worth and self-efficacy as they explore who they are): 74%
- Self-Management (a youth's ability to make choices, take positive risks and persist through life's challenges): 72%
- Contribution (a youth's capacity to give energy and time to help their family, community and society): 60%
- Academic Self Efficacy (a youth's motivation and confidence in their academic performance): 67%
- Social Skills (a youth's ability to take others' perspectives into consideration, as well as express caring and empathy): 72%
- Social Capital (a youth's positive bonds with people who can provide advice, counsel and access to what they need to succeed): 74%

In addition, our girls reported the following assessments of their experiences:

- 98% expressed satisfaction with their overall experience in the program (84% definitely satisfied, 14% probably satisfied)
- 95% said that mentors expressed that they believed in them and their ability to succeed
- 88% said that mentors reviewed individual and collective goals with them and helped them track their progress and adapt their approaches as needed
- 87% said that mentors asked them what they were interested in and helped them explore those interests
- 85% said they were encouraged to push themselves, especially when they tackled something hard

- 81% said they strengthened peer-to-peer relationships through team-building and other activities that build connection

Given the challenging funding climate, Girls Write Now has maintained a level budget but still grown in significant ways. During the past few years, we have made key investments to ensure that we could meet our financial goals as outlined in our strategic plan and build on our past success in attracting diverse and loyal funders. Over the last two years, we have grown by 40%, developed new initiatives to meet our program needs, and restructured our staff.

The Lower Eastside Girls Club (LESGC)

LESGC continues to expand its national and international partnerships by connecting with like-minded organizations that share our passion for women's leadership and social justice. We are expanding our health and wellness programs and providing more community resources including voter registration and polling, mentoring, public programming, and community employment (providing our graduates with fellowships and employment opportunities). As a result of our programs and leadership opportunities, our members are attending four-year college programs, starting their own businesses and organizations, becoming leaders in their schools and communities, and expanding their knowledge of STEAM/STEM careers.

LESGC is proud to serve girls who live and go to school on the Lower East Side. For many of our weekend and special programs are members commute from all over the city and we often travel as a group from our Center for Community to various institutions around the city. We face many challenges with the NYC public transportation. We are a 15-20-minute walk to the nearest subway and DYCD group transit passes are technically not allowed on the bus. With the nearing L train shutdown, our members will have even more difficulty traveling to and from the Girls Club. We are constantly looking for and applying for grants that include a travel budget. These types of funds allow us to provide transportation to our members for special events and leadership opportunities.

ROW NY

Row New York successfully secured first-time grants from a number of high-profile private institutions, including AEG Worldwide, the Shippy Foundation, the Meringoff Family Foundation, the Rite Aid Foundation, and the Theodore J. Forstmann Charitable Trust.

Row New York's ultimate goal is for its student-athletes to achieve academic success, improve their fitness, and develop critical social and emotional skills. In school year 2017-2018, participants made substantial progress toward achieving programmatic goals:

Academic

- 88% of middle school students and 85 percent of high school students achieved a GPA of 80 or above by the end of the spring season.
- 100% of participants who completed the program graduated from high school within four years and 100 percent of seniors who were required to take the Regents exams earned Regents diplomas.
- 100% of Row New York's graduating class gained acceptance to colleges, including New York University (full scholarship), Williams College, Tufts University, and a number of other competitive SUNY, CUNY, and independent schools.
- All alumni freshmen completed their freshman year.
- 62% of rising seniors earned a score of 1000 or above.

Fitness

- 85% of participants achieved a new personal best in an aerobic fitness/speed test, defined as an improvement in an indoor rowing piece (2000-meter for high school, 1000-meter for middle school) or one-mile run time; 97% of student-athletes achieved a new personal best in strength, as measured by performance on the 500-meter indoor rowing machine test or maximum watts rowed on an indoor rowing machine test.

Social Emotional Learning

- 88% of participants achieved an increase in their Tenacity score or maintained a score of 7 or higher.
- 88% of participants achieved an increase in their Confidence score or maintained a score of 7 or higher.
- 90% of participants achieved an increase in their Community Engagement score or maintained a score of 7 or higher.

See Annex II for detailed report.

Historically, Row New York summer programming has taken place in the morning across all program sites. In summer 2018, however, Brooklyn program staff learned that, due to their summer employment schedules, student-athletes would not be able to attend morning summer practices. To ensure that all youth were able to participate in summer programming and maintain summer employment, the organization's Brooklyn site rescheduled practice times to 5:30pm.

Sadie Nash

Forming new school partnerships in Brooklyn and Manhattan has so far been our greatest achievement in FY 19. Integrating social work interns across all programs has helped coordinators identify and introduce wellness techniques to help our participants manage anxiety and other concerns.

Historically we have faced challenges with securing physical locations in Manhattan and Brooklyn to house our growing Summer Institute. We have growing demand in the Bronx and Staten Island and want to be able to meet it — we are leveraging all our connections across the city in asking for assistance on this problem.

E. Meet Youth from the STARS Citywide Girls Initiative 2019.

***Horacia Napier — Power Play, 2018/19 SSLA participant.
Grade 9, Achievement First Brooklyn High School, Brooklyn
Council District 42.***

I wanted to give a warm thank you for making my summer so worthwhile. PowerPlay was nothing like I expected it to be. It was actually much more it taught me so much when it comes to teamwork and grit.

This summer I was put with a bunch of teenage girls from different backgrounds which made us all special. We were like little pieces of clay that came together to make one beautiful sculpture. Although, at times I was uncomfortable to come out my comfort zone, it taught me to push myself way beyond what I thought I can do, I was able to physically and mentally push myself.

From when it comes to climbing really high obstacle courses when we took a overnight trip to camp, to coming up with vigorous question to ask successful people of color on an online group call. Not only did I learn so much but I made some really great friends and left with really great bonds that I still maintain and keep in touch with today, I even met my best friend Lina there.

Every day, we did something new, I wouldn't trade my experience for anything in this world. In all honesty, it was sad leaving you guys, for you guys were like my second family. When people ask me what I did this summer, I'm glad to tell them I was placed with an amazing group of girls that I bonded with and inspiring coaches. I was able to learn from where we were able to learn while doing fun things.

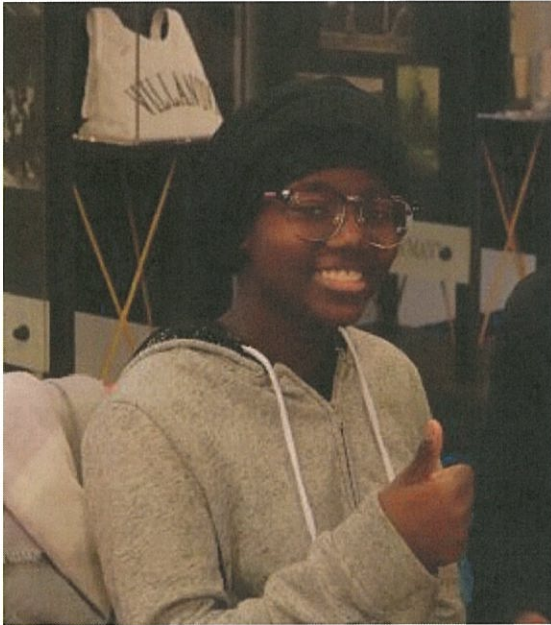


Horacia Napier-- Left

Fatou Lemon — The Armory College Prep.
12th Grade,
New Vision Charter High School for the Humanities, Bronx
Council District 10.

What has ACP done for me?

I have been attending Armory College Prep since my freshman year at New Vision Charter High School for Humanities. Throughout these past years I have gained new friends, built a strong network and became a Quest Bridge finalist. At ACP I have spent countless hours working to improve my SAT scores, complete



competitive college and scholarship applications, create my personal statement, develop acting and presentation skills and build my resume. I appreciate all the college trips I have attended because I would not have been able to visit campuses like Yale, UPENN and Villanova on my own. I had the opportunity to work for the Millrose Games over the winter and I was awarded the Stanford Udis Scholars Award this past summer. With the help of Mary Rose, I am honored to have become a Quest Bridge College Prep Scholar and National College Match finalist. I have been matched to Washington and Lee University and this fall I will be attending this prestigious school on a full ride scholarship. Armory College Prep has helped me stay ahead of my high school classes by using Khan Academy to improve my math and grammar. I am glad that ACP filled the academic gaps my high school lacked. The Armory is my second home because ACP has built me up to be proud of my strong mind, body and spirit. I have become an outspoken young woman who is academically ready for college and looking forward to contributing to our world.

***Taylor Paige — Figure Skating in Harlem.
12th Grade,
Manhattan Early College High School, Manhattan
Council District 8.***

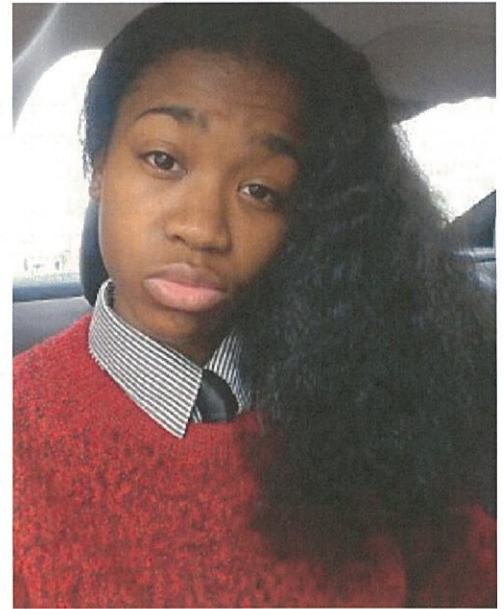
My name is Taylor Paige. I've been a member of FSH for 9 years, and this program has had a profound impact on me. When I joined, I was generally a C student. But from the very beginning, FSH held me to high expectations. I was new to skating, so mistakes were okay, but I was expected to be brave and try my best. And I was taught to adopt that same attitude in the classroom. In turn, I learned how to have high expectations for myself. Now, I'm a high school senior taking college courses and no matter what—no matter how much time I spend on the ice, or how much work I have—I never let my grades slip. I'm sure you all know what the college application process is like and I am going through it right now. Marymount Manhattan, University of Albany, and St Lawrence University are three of my choices—cross your fingers that I get in! Not only does FSH help us succeed by providing amazing tutors and enrichment classes, but they teach us sisterhood. I've grown up in this program and I can tell you that it's a lot like family. These people are my friends, my mentors, and the girls are my sisters. When I was in 8th grade, I dislocated my knee in practice. I was forced to take an entire season off, but the girls and the staff stood by me, and when I was ready to skate again, they welcomed me back with open arms. My skills didn't come back as easily as I wanted them too, but they supported me, encouraged me, and now I'm the best I've ever been. Being a girl in Figure Skating in Harlem gives me a sense of belonging and a source of confidence. I've learned what it is to be passionate and driven about my dreams.



Taylor Paige — Center.

**Angel Z. Jones — Girls for Gender Equity.
Sisters in Strength Alum and Volunteer, Brooklyn.
Council District 40.**

What made you want to become a part of this GGE program? I wanted to learn more about activism and advocacy work. As well as build a strong community with other like-minded young women. What are two things you've learned while participating in program? SIS taught me about giving other people the space to voice their opinions openly. And how much patience it takes to teach middle school aged kids. How will you use what you learned in your everyday life? Just having general respect for people even when I disagree. I've learned to let them live in their POV. Why would you suggest other young people participate in this GGE program? The sisterhood, support, and intimate work that we do is unmatched by any other program I have ever been a part of. It is important for young women of color to feel affirmed and heard!



**Evonna Gideon — Groundswell Community Mural Project.
12th Grade,
Urban Assembly High School of Music and Art, Brooklyn
Council District 40.**

"The greatest success was that {the young women} shared that they are leaving with new ways of seeing and loving themselves. Which is truly the lead artist and my greatest collaboration." – Assistant Artist, Michaela Anaya

Groundswell has been a part of my life for about 4 years now. In those years, I have developed my art as well as learned way more about myself. The social justice topics we are able to expand on not only gives me the space to reflect on what's going on around me, but what's going on with myself. I got a prime example of that this summer discussing and creating around the topic mental health in women of color and home as a safe space. With the lead artist Jazmine and assistant artist Mica we discussed how mental health isn't talked about amongst women of color, and some don't take it as serious as they should. Out of that came this beautiful piece of art. Which highlights the many phases of mental health along with the strength and wisdom that can come from sisterhood and bonding.



Evonna Gideon — green shirt, 3rd from the right in the back row.

***Samantha Verdugo — Girls Write Now, mentee alum.
senior at City College Academy of the Arts, Manhattan
Council District 10.***

Everyone has a story, but if there isn't a story you can relate to, be the one to blaze the trail and write it. I've discovered that my highest moments come from telling my most vulnerable stories. Growing up, I didn't have a lot of female role models besides my mother.

I remember stepping out of Girls Write Now with a greater sense of self and another female role model, Lucy, my writing mentor and dear friend. Lucy was the first person I had the privilege of calling a mentor because she has helped me grow not only as a writer, but also as a person. To this day, she knows what I'm going to write about before I write it, and she knows what I may be struggling with before I can even pinpoint it myself — she's intuitive like that. With Lucy, I learned to never underestimate the power of a mentor, because they can help you heal, lift you up, and pull the best out of you. Girls Write Now has instilled in me confidence and the ability to recognize the power of information to expand horizons.



Samantha Verdugo — Left.

***Aicha Sacko — Lower East Side Girls Club.
Senior at Landmark High School, Manhattan
Council District 2.***

My name is Aicha and I have been attending the Girls Club for 8 years. The Girls Club GALA (Girls as Activists, Leaders, and Advocates) program has motivated me to be a leader and activist in my community. I consider myself an activist because I am very passionate about creating social change and speaking out on political and economic issues in our country. I love to use my platform to organize campaigns, panels, rallies, and marches to help bring attention and awareness to these issues. Before attending the Girls Club, I felt lost. The past four years in the GALA program have helped me build community, friendships, and develop the skills I need to apply for college and develop a career that helps people.



**Bria Parrish — Row New York, Class of 2011.
Stetson University Class of 2015, Queens
Council District 2.**

I rowed with Row New York since the fall of 2009 until the summer of 2011. I then moved to the sunshine state of Florida and rowed for Stetson University, an NCAA Division I program, for three years. Post undergrad rowing, I went back to Row New York and have since been able to row with the Masters, Alumni and Veterans teams. I love rowing because even after almost 10 years of it, I still get a little jolt of butterflies every time I get on the water or even on the erg. I feel as if I found my way back home in the dark. Sports also give you the ability to connect with others while testing your own limits.

"True rowers do not play the sport, they live it." A bit dramatic, sure, but it was a saying that was first spoken to me while I was hanging around tryouts, and it later on became my truth when I joined the world of rowing. I have rowed in fours, quads, doubles, pairs, singles, and, of course, eights. In the beginning, I started off rowing starboard side only. I spent the majority of my time in the bow, either in bow seat or three seats. Eventually, I learned how to row port side and worked my way to the stern of the boat which was where the coveted stroke seat is. I worked very hard to be able to get to that seat where I would be in control of the tempo and pace of the boat.

One of my most memorable accomplishments was when I stroked the Varsity 4+ during my first year at Stetson. We won gold at the 2012 Head of the South Regatta.

I graduated a couple years ago, and now that I've come back to serve as an eRow coach, it feels like I've come full circle. I now see that I graduated from high school without knowing much and I'm in a position to teach kids who are in that same situation. Now that I came back, I see little Me's and it's wild to think about the things I could have done differently at their age. I'm inspired to teach those kids the things I wish I had known.



Maryam Olatude — Sadie Nash.
Senior at Curtis High School, Staten Island
Council District 49.

When I first arrived in this country in 2016, I was quiet, unsure of myself and conscious of my Nigerian accent. My cousin who was a Nasher at the time recommended Sadie Nash to me. At Sadie Nash I found that I could express myself and people wanted to hear what I had to say. I grew confident and was open to new experiences. I've had the privilege of participating in many of Sadie Nash programs (Summer Institute, SET, Sisterhood Academy, Community Action Placement, and Nash U), but my favorite was the Community Action Placement program. It was an opportunity to meet and work within our new environment with Sadie Nash as my guide. I'm currently in Nash U and getting support around college applications. I love Sadie Nash so much that I'm recruiting them to my school, Curtis High School in Staten Island because the kids in Staten Island don't get the same opportunities. I'm also proud to be the participant representative on the board.



F. Program Evaluation Reports.

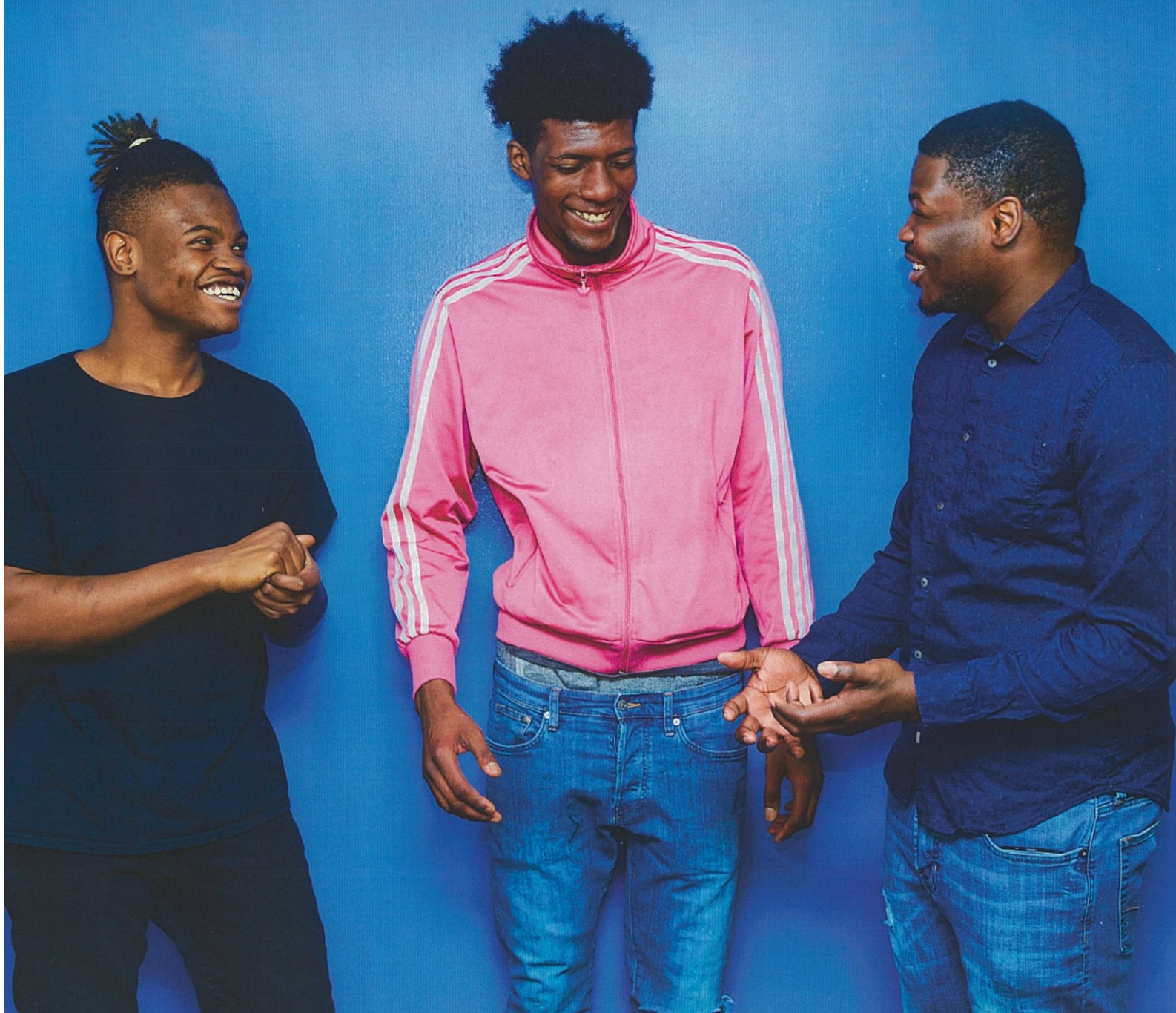
Annex I: PowerPlay NYC.

Annex II: ROW NY.



In 2018, we reached a **total of 2,759 youth**, serving 1,451 in residential programs.

Of our young people aged 18 and above, **308 participated in activities to improve educational attainment**, including HSE (High School Equivalency) programming, and 117 youth received **155 job placements**.





Emergency Shelter

Covenant House New York's Emergency Shelter is a place where young people can find sanctuary from the street. Their most urgent needs are met immediately and without question – a meal, a shower, clean clothes, and medical attention. Young people who come to our shelter do not need a referral, and any young person who is facing or at risk of facing homelessness will be welcome. Our shelter is open 24 hours a day, 7 days a week, 365 days a year.



Rights of Passage

The Rights of Passage (ROP) Program is a transitional living program that serves young adults as well as mothers and their children. The ROP Program is a longer-term residential program for young adults who have transitioned out of the emergency shelter and are working on independent living skills that will prepare them for a permanent independent setting. Young people in our ROP Program work closely with case managers and to create personalized plans that will ensure their success on moving into permanent housing.



Mother & Child Program

Similar to our other Shelter and ROP Programs, the Mother and Child Programs offer shelter and longer-term transitional housing to mothers and their young children, providing them the safety and opportunity to stabilize their futures. In addition to residential services, our Mother and Child Program offers comprehensive medical care, free child care services, as well as a full range of educational, vocational and job placement services. Counseling and education aimed at preventing child abuse and neglect, including parenting workshops to help develop parenting skills, is also provided.



Permanent Supportive Housing

Covenant House New York's Permanent Supportive Housing Programs, including New Covenant, provide safe and independent housing for young people to live in the community. In 2019, Covenant House New York will expand these programs to offer more options for young adults and families, giving them the opportunity to quickly move from homelessness to permanent housing.



Health & Wellness Center

Our Health and Wellness Center is a Federally Qualified Health Clinic that provides young people with access to comprehensive medical care, including pediatric and adult primary care, gynecological care, pre- and post-natal care, STD and HIV screening, mental health care, and more. Services are offered at no cost or on a sliding-scale basis to anyone who comes to our clinic. Our Health and Wellness Center also provides referrals to partner health providers in the community for other specialized care.



Covenant Works

Covenant Works (CovWorks) is our workforce development program that provides vocational training and educational support to our young people. CovWorks provides at-risk and homeless young people the opportunity to obtain and maintain employment, improve and advance their education, and pursue sustainable career paths with livable wages.



Testimony of

Jamie Powlovich

Executive Director

Coalition for Homeless Youth

Before the

The New York City Council

Youth Services Committee

On

The Fiscal Year 2020 Preliminary Youth Services Budget and

The Fiscal 2019 Preliminary Mayor's Management Report

March 11, 2019

Introduction

Good afternoon. My name is Jamie Powlovich, and I am the Executive Director of the Coalition for Homeless Youth (CHY), also known as the Empire State Coalition of Youth and Family Services. CHY has advocated for the needs of runaway and homeless youth (RHY) for nearly 40 years. The coalition is comprised of 60 providers of services to homeless youth across New York State, including 29 members in New York City. Our members include providers that are directly contracted to provide services to RHY as well as agencies that intersect with the RHY population within the larger scope of their work.

I would like to thank Chair Rose and the members of the Youth Services Committees for holding today's hearing. I would also like to thank Speaker Johnson and the council for their leadership in making long overdue changes to DYCD homeless youth system, through the passage of groundbreaking RHY legislation. It is unfortunate that in a city as progressive as NYC we had to pass laws to force the administration to do something that could have been done voluntarily, but are extremely grateful for the dedication of the City Council to do the right thing on behalf of the countless homeless young people and providers who have been pushing for these changes for several years.

Background

New York city has never adequately supported the needs of homeless young people or the providers that serve them. Although under the current Administration many positive steps have been made, we are still only touching the surface of meeting the need. Runaway and homeless youth as a population, are young people between the ages of 16 and 24, who have unique developmental needs and often fall between the cracks of the State's child welfare and adult homeless systems. DYCD contracts with various social service agencies to provide short-term crisis shelters, transitional living programs, drop-in centers and street outreach programs which offer food, shelter, case management, mental and medical health care, educational and vocational programming, legal services, programs for young mothers and a panoply of other services. Many homeless young people have previous experiences of trauma and with the juvenile and adult criminal justice systems,¹ a large percentage of youth have had both positive and negative experiences in foster care,² many lack a high school diploma or employment,³ and all have experienced neglect by the systems and adults that were supposed to support them and guide them into adulthood. For too long providers have struggled to meet the needs of the homeless youth in New York City with insufficient resources. Although the actual current number of homeless youth in NYC is unknown, a 2007 study by CHY and Columbia University estimated that on any given night there are 3,800 homeless youth sleeping on the streets of New York City.⁴ However, there are currently only 625 beds to offer them⁵.

Under Mayor Bloomberg, there were 253 RHY beds in the DYCD portfolio. Prior to Mayor Bloomberg leaving office, Legal Aid Society sued NYC for a right to shelter for homeless youth.⁶ Shortly after the lawsuit was filed, DYCD expedited the addition of 100 new crisis beds outside of the traditional RFP process, raising the number of beds to 353. In January 2016, Mayor de Blasio announced that he was adding 300 youth beds over three years,⁷ which will bring the total number of RHY beds to 753. CHY commends DYCD for the work that they have done to bring new beds online. There are currently 625 beds online. Although this is a success, CHY continues to have concerns about the lack of attention that has been given to ensure that the DYCD portfolio has an adequate number of crisis beds, and hopes that of the remaining beds that are yet to be up and running, that at least half are crisis.

Although providers have reported that the needed increase in beds has resulted in a significant reduction in monthly turnaways, DYCD has still not shown that they are able to provide beds for all youth seeking shelter. On the ground, agencies are still left in the heart-wrenching position of having to turn away youth who are seeking services due to lack of capacity. When a bed in a youth shelter is not available, providers are forced to refer youth to adult homeless shelters that are not developmentally appropriate, do not provide the comprehensive wraparound services offered by RHY programs and put the young person at risk of exploitation and physical risk. Additionally, youth continue to be reluctant to go to adult shelters out of fear, and not feeling confident that their needs will be met. Instead, many youth who are unable to access services spend their nights on the streets, in abandoned buildings or riding the subways, or risk sexual exploitation in order to gain a place to stay.

¹Covenant House. 2014. "Homeless Youth - What We Know..." Available at: <http://ny.covenanthouse.org/homeless-youth-what-we-know>; Empire State Coalition of Youth and Family Services. 2008. "A Count of Homeless Youth in New York City." Available at: http://www.citylimits.org/images_pdfs/pdfs/HomelessYouth.pdf.

² Ibid.

³ Ibid.

⁴Empire State Coalition of Youth and Family Services. 2008. "A Count of Homeless Youth in New York City." Available at: http://www.citylimits.org/images_pdfs/pdfs/HomelessYouth.pdf.

⁵ Email correspondence with Department of Community Development, dated 3/6/19

⁶ A copy of Legal Aid's complaint can be found online here: <https://www.scribd.com/document/197344657/Legal-Aid-Society-Complaint-Re-Homeless-Youth>

⁷ Mayor's announcement can be found online here: <http://www1.nyc.gov/office-of-the-mayor/news/032-16/mayor-de-blasio-dydc-commissioner-chong-hra-commissioner-banks-enhanced-services-to#0>

Being forced to live on the street puts youth at risk of experiencing violence, sexual exploitation and human trafficking. In a 2013 study by Fordham University and Covenant House New York, approximately one fourth of surveyed homeless youth either fit the federal definition of human trafficking or at some point felt they had no choice but to trade sex for food, money, or shelter.⁸ The trafficking survivors explained how pimps and other traffickers often take advantage of the thinly-stretched RHY shelter system, by informing youth that the shelters are full and offering a place to stay which will eventually lead to exploitation and trafficking.

Another critical population over-represented within NYC's homeless youth is LGBTQ people. Nationally, only 5-7% of all youth identify as LGBTQ, but the proportion of homeless youth who identify as LGBTQ is as high as 40%.⁹ Compared to other homeless youth, LGBTQ youth are more likely to be sexually or physically assaulted, more likely to be harassed, robbed, or become victims of hate crimes, and more likely to be forced into survival sex or sexual exploitation.

Without access to basic needs, such as food, clean clothes, and a consistent place to sleep, a young person facing homelessness is less likely to pursue or complete their education, less likely to find and sustain employment, and less able to maintain stable mental and physical health. CHY recently completed a three-year research study with NYU on the Impact of RHY programs on homeless youth and their effectiveness across the state. The study shows how effective RHY programs are at changing the trajectories of youth away from crime, chronic homelessness and public assistance and toward success and self-sufficiency, employment, and education along with building individual skills and increasing supportive relationships¹⁰.

Preliminary Budget

CHY is requesting an additional \$3.3 million of funding in this year's FY20 Department of Youth and Community Development (DYCD) Runaway and Homeless Youth (RHY) budget. This needed increase will support critical additions to the pre-existing RHY continuum, and aid in making NYC a national leader in the fight to end youth homelessness.

The requested funding will address a number of capacity gaps and future costs, including these two essential components:

1. Forty additional DYCD RHY beds for youth aged 21-24 years

CHY is grateful for the addition of 60 new beds in the FY19 budget for youth experiencing homelessness who are between 21 to 24 years old. However, our providers continue to report that even once these beds become available to youth, they will not be sufficient to meet the overwhelming need. In order to ensure that more older youth can benefit from the safety and security of youth-specific shelter supports, we ask that funding be made available for an additional 40 beds to serve homeless young adults between 21 and 24 years old.

2. Twenty runaway and homeless youth Housing Specialists

DYCD data shows that homeless youth rarely transition to their own independent housing³. CHY commends DYCD for their continued collaboration with DSS to expand access to rental subsidies to DYCD clients. However, unlike similarly situated New Yorkers working with DSS or in the foster care system, DYCD does not fund housing specialists or staff specifically focusing on permanency planning in their programs. To ensure RHY successfully transition to their own residences apartments with DYCD/DSS-issued vouchers or other permanent housing resources, DYCD needs to award new funding to providers to hire Housing Specialists. This position would support homeless youth in successfully obtaining safe, long-term housing.

Mayors Management Report

The Coalition for Homeless Youth (CHY) continues to be concerned about how the Department of Youth and Community Development (DYCD) documents runaway and homeless youth (RHY) being "reunited with family or placed in a suitable environment" in the annual Mayors Management Report (MMR). CHY has raised these concerns to DYCD and the Mayor's Office since the FY16 MMR was released, however, they have gone unaddressed. Conversation with DYCD and the Mayor's Office have confirmed that the reports include discharge placements that CHY do not believe are "suitable environments" and this must be rectified.

⁸ <http://www.covenanthouse.org/sites/default/files/attachments/Covenant-House-trafficking-study.pdf>

⁹ Durso, L.E., & Gates, G.J. (2012). *Serving Our Youth: Findings from a National Survey of Service Providers Working with Lesbian, Gay, Bisexual, and Transgender Youth who are Homeless or at Risk of Becoming Homeless*. Los Angeles: The Williams Institute with True Colors Fund and The Palette Fund.

¹⁰ Gwadz, M., Freeman, R., Cleland, C.M., Ritchie, A.S., Leonard, N.R., Hughes, C., Powlovich, J., & Schoenberg, J. (2017). *Moving from crisis to independence: The characteristic, quality, and impact of specialized settings for runaway and homeless youth*. New York: Center for Drug Use and HIV Research, NYU Rory Meyers College of Nursing.

According to the MMR Indicator definitions, DYCD defines the outcome of the number of runaway and homeless youth that are "reunited with family or placed in a suitable environment" from TIL or crisis beds as the following: "The percent of youth, served through the Department's Runaway and Homeless Youth Program [Congregate Care Crisis Shelter programs or independent living sites] shelters, who make the transition to independence or return to their families. Placements reflect known discharges." In the 2018 MMR, DYCD reported that 73% of youth in crisis shelters were "reunited with family or placed in a suitable environment from crisis shelters." However, FOIL'd¹¹ data on crisis discharges from FY18 show that only a total of 875 (28.6%) of the 3,055 unduplicated-discharges¹² from crisis beds returned home, are living with friends/relatives, transitioned to their own apartment, or transitioned to residential care/supportive housing. These are the discharge categories tracked by DYCD that CHY believes fall under the outcome "reunited with family or placed in a suitable environment." DYCD's MMR data reports that 84% of youth discharged from Transitional Independent Living (TIL) beds in FY18 were "reunited with family or placed in a suitable environment from TIL centers." However, the same FOIL'd data referenced above shows that only a total of 261 (48.5%) of 538¹³ unduplicated discharges from TIL beds returned home, transitioned to their own apartment, or transitioned to residential care/supportive housing. There were also similarly concerning discrepancies discovered in the 2016 and 2017 MMRs.

Since bringing these concerns to the Mayor's Office and DYCD, CHY was told by DYCD that for the outcomes reported in the MMR they consider "transition to independence" to mean youth that are discharged from RHY programs to any known location. These locations include hospitalization, incarceration, the DHS shelter system and "Other Adult (not friend/family)," which programs often choose when a youth leaves a program to live with a pimp/trafficker. This is unacceptable. The fact that DYCD is publically reporting youth leaving their programs to jail and other potentially unsafe and exploitive situations as a success is baffling.

MMR Recommendations

CHY recommends that the only Discharge Options that should be available for youth making the "transition to independence or return to their families" as part of the DYCD Indicators related to RHY in the MMR should be as follows:

1. Returned Home
2. Living with Friends/Relatives
3. Own Apartment
4. Supportive Housing
5. Other Residential Care

In addition, we recommend that options #1 and #2 be expanded into two separate categories. Those categories should be:

1. Home with guardian or parent- Permanent / Friends/relative Home - Permanent
2. Home with guardian or parent-Temporary / Friends/relatives Home – Temporary

We also recommend that only the "Permanent" options be considered for the purpose of the indicator. This is based on the fact that there is a vast difference between a young person reunifying with their guardian/parent/friend/relative, and a youth leaving a program to "stay" with a guardian/parent/friend/relative while they consider alternative plans. Most providers are able to make this distinction when documenting the appropriate option in Capricorn.

Conclusion

To conclude, the CHY is appreciative of the Mayor and DYCD's commitment to a successful and robust homeless youth services system. We are hopeful that the recommendations mentioned above will be considered and are available to support in any way deemed appropriate.

Thank you for the opportunity to testify before you today.

¹¹ Data released October 19, 2018 through a Freedom of Information Law request to The Department of Youth and Community Development issued by Jamie Powlovich, Executive Director, Coalition for Homeless Youth

¹² FOILed data shows there were 3,055 unduplicated discharges from DYCD crisis programs in FY18. The MMR indicates there was 2,267 (not indicted if this is duplicated or unduplicated). For the purpose of this report we will be basing percentages on FOILed data.

¹³ FOILed data indicated there were 538 unduplicated discharges from DYCD TIL programs in FY18. The MMR indicates there was 837 (not indicted if this is duplicated or unduplicated). For the purpose of this report we will be basing percentages on FOILed data.

**DYCD RHY Crisis Services program and
Transitional Independent Living Discharge
Destinations***

| FY18 | Crisis | TIL |
|--------------------------------|---------------|------------|
| Total RHY Discharged | 3,055 | 538 |
| Total Number returned home | 244 | 52 |
| Living with Friends/Relatives | 153 | 124 |
| Own Apartment | 32 | 54 |
| Discharged to Crisis Shelter | 446 | 104 |
| Discharged to TIL Program | 778 | 52 |
| Adult Homeless Shelter | 37 | 28 |
| Correctional Facility | 7 | 6 |
| Hospitalization | 58 | 6 |
| Hotel | 0 | 0 |
| Other adult(not friend/family) | 5 | 6 |
| Supportive Housing | 20 | 15 |
| Non DYCD Crisis/TIL | 21 | 3 |
| Other Residential Care | 426 | 16 |
| Unknown/Self Discharge | 828 | 72 |

*Data released October 19, 2018
through a Freedom of
Information Law request to The
Department of Youth and
Community Development issued
by Jamie Powlovich, Executive
Director, Coalition for Homeless
Youth

SADIE NASH LEADERSHIP PROJECT

**Youth Services Committee Hearing
Monday, March 11, 2019**

Maryam Olatunde, Participant and Board Member, Sadie Nash Leadership Project
Chitra Aiyar, Executive Director, Sadie Nash Leadership Project.

Testimony

Good Afternoon, my name is Maryam Olatunde and I am a high school senior and proud Nasher! That means a participant in Sadie Nash.

Thank you to the Committee, particularly Chairwoman Rose for being willing to listen to the voices of young people like me. Chairwoman Rose comes from the best borough of New York City– Staten Island! I'm so proud that you represent our community. You definitely are a role model for me.

Also, I'm excited because it is my 18th birthday.

Sadie Nash Leadership Project provides young women with leadership programming so that we can make change in our lives and in the world.

Three years ago, I moved to Staten Island from Nigeria. Everything was new to me. When I opened my mouth, I felt like people couldn't understand me and were making fun of my accent. So I tried to speak as little as possible. My cousin told me that I should do this thing called Sadie Nash and so I signed up for the Summer Institute.

It was really far to travel to The New School from Staten Island but it was the first place that I felt welcomed. I learned about feminism and power and race and gentrification and leadership. I was excited to speak and proud of my accent!

Since then I have gotten to do a paid internship and learn career skills and get support with the college application process – not just the paperwork, but the emotional journey as well. I've learned about mental health and tools to manage stress.

Sadie Nash receives funding from The City Council through an initiative called STARS CGI.

Because of STARS, Sadie Nash now has a Summer Institute not just at the New School in Manhattan but also in Brooklyn and Queens. And I hope very soon in Staten Island! Because of STARS, Sadie Nash offers partnership classes all over the city to young people who can't come to regular programming – like court-involved youth, pregnant and parenting teens, English language learners. I even connected them with my high school, Curtis High School – they will do a class there because a lot of the young women can't come to Manhattan.

I feel really lucky that I found Sadie Nash. I don't know what I would be doing otherwise. I definitely don't think I would be accepted to college and I don't think I would be comfortable speaking out about immigrant rights as a new immigrant myself.

In a city like New York that has so many resources, I don't think you should have to be lucky to get a spot in a program like Sadie Nash. Every young women, particularly low-income young women and gender expansive youth of color deserves an opportunity to be in a place where we are valued and loved. Sadie Nash didn't prepare me to become a leader – it told me that I am a leader now.

It made me believe the message on this T-shirt – that this is what a leader looks like. And I think it would be good for New York City to have more young women who recognize and act on their leadership. So I'm asking you to support the request of Sadie Nash and 8 other great girl-serving nonprofits to increase this year's STARS-CGI funding to \$1.65 million so that each organization can do even more for young women like me.

Thank you for listening to my testimony and for spending part of my birthday with me.

The Sports Training and Role-models for Success (STARS) Citywide Girls Initiative, funded at \$1.2 million by the New York City Council, has offered the City of New York a unique opportunity to support the healthy development of thousands of girls and young women of color since 2015.

Mission: the STARS Citywide Girls Initiative (STARS CGI) is a collaboration of nine leading NYC nonprofits that helps girls and young women of color overcome barriers to success, grow emotionally, academically and physically stronger, and develop as leaders in their communities. The nine partners—Girls Write Now, Groundswell, Lower Eastside Girls Club, PowerPlay NYC, Row New York, Sadie Nash Leadership Project and the newest partners The Armory Foundation, Figure Skating in Harlem and Girls for Gender Equity—all leaders in the out-of-school time space, will continue to create thousands of program slots and deepen programming for girls in all five boroughs. With support and funding from the New York City Council, the STARS CGI develops the life and leadership skills of NYC girls through after-school and summer sports, academic enhancement, STEM, college prep and thearts.

CAMBA
Testimony Before the New York City Council
Committee on Youth Services
March 11, 2019
Daniel Manbode

Council Member Rose and Members of the Committee, my name is Daniel Manbode and I am the Program Director for CAMBA's Summer Youth Employment Program (SYEP). I want to thank you for holding today's hearing and affording us the opportunity to testify. CAMBA is one of New York City's largest and most trusted community-based organizations and is unique among peer agencies in scale, quality, and responsiveness. Founded in 1977 as a merchants' block association, the agency has grown in direct response to the needs of the Brooklyn community and beyond. Today, CAMBA provides services to 45,000 individuals and families annually through an integrated set of six program areas: Economic Development, Education and Youth Development, Family Support, Health, Housing, and Legal Services. Through our comprehensive continuum of care, CAMBA provides people with the tools and resources that they need to achieve their full potential.

Today, I would like to address the Committee regarding the need for adequate resources for the new SYEP model. CAMBA has been an SYEP provider since 1995. Last year, through SYEP, we served over 1,400 youth, who worked a collective total of over 200,000 hours and earned over 2.6 million dollars in wages. CAMBA has established deep and effective relationships with a diverse number of worksites to provide our youth with meaningful employment experiences, including 59 worksites for Younger Youth and 106 for Older Youth, totaling 165 worksites altogether. We are grateful to have been an SYEP provider for nearly 25 years, and we greatly appreciate having been awarded new contracts to serve Younger and Older Youth. However, CAMBA has concerns related to both of the contracts we received.

For our Younger Youth contract, we are concerned about the project-based learning model required for this population. We are troubled about the new responsibilities that are required by the contract without sufficient increases in funding. For example, Younger Youth providers are tasked with an increase of staffing time, from five to 15 hours per week, to account for project-based learning. Moreover, staff will now be responsible for curriculum development for the project-based learning activities. Providers are also tasked with finding more space to accommodate these project-based learning activities, which will result in an increase in total rent. In addition, providers will be responsible for attracting Younger Youth participants without the incentive of a summer job. The Younger Youth model provides participants with stipends at a rate of 39% less than the pay they would receive at a minimum wage job. Finally, we are concerned that the option for actual work experience, and the hard skills that come with summer jobs, is not

included as program element under this contract, depriving participants of valuable learning opportunities.

With regard to the Older Youth contract, CAMBA served over a thousand-Older Youth last year. Under the recent RFP, CAMBA applied for 500 slots. Unfortunately, we were only awarded 380. This is a drastic cut in program size, and we are concerned that if this is a system-wide reduction, there will be a large number of Older Youth seeking jobs without an avenue to attain one.

We would like to offer two key recommendations. First, we urge DYCD to increase the rate at which Younger Youth are paid. In our opinion, Younger Youth should be paid ~~the~~ minimum wage, as that they received in previous years.

Secondly, providers will require a higher unit cost for Younger Youth— \$600 per youth is not adequate for such a service-rich, labor intensive model.

Again, thank you for allowing us the opportunity to testify before this committee. I hope that our testimony on these important issues with SYEP is helpful in our efforts to ensure the provision of sustainable, effective, and meaningful enrichment of the summer employment programming for youth.

Sports & Arts in Schools Foundation
Monday, March 11, 2019



SPORTS & ARTS IN SCHOOLS FOUNDATION
Giving students the edge they need to succeed.

FY 20 Preliminary Budget Hearing – Youth Services

Honorable Deborah Rose, Chair

Submitted by Dr. Maureen Fonseca, CEO

Thank you Madame Chair and Members of the Committee for the Council's long standing support of the **Sports & Arts In Schools Foundation, Inc. /SASF dba New York Edge.**

In order for our free programs to operate this summer and next school year and for our programs to continue to positively engage, both physically and mentally, the youth of our city, we are seeking \$1,500,000 in citywide funding under the Council's After-School Enrichment Initiative.

Now in our 27th year, SASF was founded in 1992 at the suggestion of the NYC Council Speaker who wanted a non-profit to provide free summer sports, arts and academic programming to the youth of the city. Since that time, SASF has been able to substantially impact the lives of hundreds of thousands of New York's most vulnerable youth by leveraging City Council funding not only to run our flagship New York City Council Summer Camps but to bring our school year leagues, special events, weekend programs, and holiday break programming to youth across the five boroughs. **With the Council as our partner, SASF has become the largest school-based provider of FREE after-school and summer programming in New York City, serving over 35,000 youth citywide in FY 18.**

SASF's mission is to help bridge the opportunity gap for New York City's students by extending the school day and year with wholesome, skill-building activities designed to improve New York City children's academic performance, health & wellness, attitude towards school, self-confidence, character and values, and opportunity for lifelong employment. Founded as an organized sports provider, SASF has proactively evolved its programs through the years in order to meet the needs of New York City's children and families.

The overwhelming majority of youth served by SASF programs are Black, Hispanic and new immigrant populations, from the highest poverty neighborhoods in the city.

Over our years of operation, we have become known for high quality programming, skilled staff, and high levels of enrollment and attendance. Additionally, SASF has a proven track record of success that includes:

- Providing programming in 42 of the 51 Council Districts;
- Operating 317 programs in FY 2018
- 100% of our Elementary Sites are rated as “Above Standard” in independent evaluations by the Department of Youth and Community Development (DYCD)
- 85% of our Principals state that SASF supports student academics
- 85% of our Principals recognize that SASF supports the development of 21st Century Skills (i.e., creativity, technology)
- 90% of our Principals report that SASF supplements their school with skill-based enrichment activities (e.g. sports , arts, STEAM, leadership)
- In an effort to maintain the highest quality of services, SASF employees are paid an equitable rate of no less than \$15.00 an hour, benefitting 2490 New York City Residents in FY 18.

In over 70% of working families, parents are not off when their children are. During the summer months this leaves families in an untenable position. Families that cannot afford camps cobble together care from family members or friends, or are forced to leave children home alone. Self-care for 6- to 12-year-olds increases during the summer months with many of New York’s most vulnerable children left alone, parked in front of the TV or computer.

The lack of affordable child care and the achievement gap collide for lower income families in the summer. Most children lose math skills over the summer, but low income children also lose, on average, more than two months of reading skills — and

they don't gain them back. That puts them nearly three years behind higher income peers by the end of fifth grade, and the gap just keeps getting wider. Researchers credit the summer slide for about half of the overall difference in academic achievement between lower and higher income students.

As the 21st Century matures, it becomes ever more apparent that the skills needed to thrive in the next half century are deeply embedded in the realms of Science, Technology, Engineering, Art, and Math (STEAM). By 2020, over 1 million Tech Sector jobs will be unfilled in the United States due to lack of skilled candidates. New York City's Tech Sector directly employs over 290,000 people, generating 13.8% of New York City's total economic output, and is growing at a faster rate than the national average. The fact is that most industries will require advanced computer literacy making technology skills as critical as reading, writing, and arithmetic. **There is a disparity between students who use technology to create, design, build, explore and collaborate and those who simply use technology to consume media passively; a disparity that will limit their earning potential.**

The lack of access to high quality programming that incorporates STEAM during the summer months leaves New York's neediest families without the opportunities afforded to more affluent New Yorkers. It has been well documented that summer programs offering a mix of academics and fun enrichment activities can address these disparities, helping children from low-income families achieve better academic and social-emotional outcomes. **SASF is answering this challenge by incorporating STEAM programming in its after-school and camp programs.**

With the support of the City Council, SASF will provide children an experience that otherwise would only be available to families who can afford a private sports, arts, academic or technology camps at a cost upwards of \$950.00 *per week, per child*. **With the requested additional funding of \$500,000 SASF will be positioned to:**

- **Extend and bring SASF programming to EVERY Council District in the city;**
- **Meet the rising costs of existing summer camp programs and increase its camps budget to reflect actual operating costs;**
- **Increase the hours of service provided to every City Council Camp by 20%;**
- **Introduce NEW STEAM programs to every City Council Camp. These programs are designed to be student-centered, project and inquiry based, and offer integrated/diversified subject offerings including but not limited to: Coding, 3D printing and Design, Digital Photography, and LEGO Robotics.**

SASF, its students, and its families are extraordinarily grateful for the support provided by the New York City Council. The needs of our families inspire us to introduce new elements to the City Council Summer Camp.

Twenty-seven years ago the New York City Council stepped up to meet the needs of New York's families. We are now looking to you to meet the needs of the next generation of young people. **In order for us to keep innovating, I ask you, on behalf of the 35,000 youngsters that we serve citywide, to support our \$1,500,000 FY 20 funding request and to advocate on our behalf. Thank you.**

New York City Council
FY 2020 Preliminary Budget Hearing
Youth Services Committee
Monday, March 11th, 2019

Submitted on behalf of:
New York Junior Tennis & Learning (NYJTL)
58-12 Queens Blvd
Queens, NY 11377

George Guimaraes
President and CEO

Presented by
Scott Daly
Director of Community Tennis

Thank you for the New York City Council's longstanding support of ***New York Junior Tennis & Learning*** (NYJTL), legally incorporated and funded as the **New York Junior Tennis League, Inc.** We are the largest and most successful scholastic tennis program in the country, serving as a model for other states. For over 47 years, NYJTL has been a driving force for New York City's youth and tennis communities, annually reaching over **85,000** youngsters throughout the five boroughs.

With the NYC Council as our partner, NYJTL is offering the youth of our city much more than the chance just to learn tennis. The overwhelming majority of the young people we serve are Black, Latino, Asian, and new immigrant populations. Virtually all come from low-income families and neighborhoods where young people lack access to the opportunities typically available only to youth in affluent neighborhoods, suburbs, and private schools.

Program Demographics

| Age | % | Gender | % | Ethnicity | % | Zip Codes | Council Districts |
|-----------------------|-------|---------------|-------|-------------------------|-------|--|--|
| 10 & Under | 71.4% | Male | 51.8% | Asian | 24.3% | 174 zip codes out of 178 zip codes in NYC have CTP participants* | All 51 Council Districts are projected to be served in FY 19 |
| 11-13 | 20.1% | Female | 48.2% | African-American | 25.0% | | |
| 14 & Up | 8.5% | | | Hispanic/Latino | 26.5% | | |
| | | | | Caucasian | 15.6% | | |
| | | | | Other | 8.6% | | |

**Out of the 4 zip codes not serviced, 2 (Fort Totten & Fort Tilden) do not have resident housing, the other 2 zip codes are for Breezy Point and North Shore Towers & Country Club*

NYJTL addresses issues of economic and educational inequities by giving **ALL children**, including children with special needs, the opportunity to learn the sport of tennis—and just as importantly - the opportunity to become physically fit; the opportunity to reach new educational heights; and the opportunity to expand their horizons beyond their immediate world. NYJTL helps young people build self-esteem and learn the affirmative values of perseverance, cooperation, fairness and respect.

NYJTL brings tennis to thousands of children of all economic, social, and cultural backgrounds. **Funded under the Council's *Physical Education and Fitness Initiative*, NYJTL provides quality**

tennis, educational programming, and character development in EVERY Council District throughout the city:

- **Community Tennis Programs (CTP)** – CTP reaches children throughout the five boroughs by supplying trained coaches, tennis instruction, match play, educational services, and special events to youth ages 5-18 during Spring, Summer and Fall. In our educational component, we provide a Reading Club, USTA ACEs curriculum for our 4th and 5th graders, and free SAT Prep classes for our 11th graders. CTP holds over 15 tennis tournaments for all ages throughout the year. We provide trips to Arthur Ashe Kids Day, US Open Qualifiers, multiple Mets/Yankees games and various pro tennis tournaments in the vicinity of NYC (New Haven to Long Island). **In addition, last year alone, CTP provided tennis to over 1,000 Special Population/ District 75 children.** Finally, CTP develops not only tennis skills but also the character of youth through positive life experiences.
- **Winter Weekend Indoor Program** – This program enables players to continue their progress during the 20-week indoor season and includes NYJTL sponsored events: Hartman Cup Championships, Holiday Tournament, and Presidents' Week Tournament. This program runs from mid-November to early April.
- **School-Time Tennis Program (STP)** – STP supplies free tennis equipment, teacher training, and ongoing support to approximately **250** schools annually throughout the city to include tennis as a regular part of their physical educational curriculum. NYJTL is a NYSED Approved Provider of Continuing Teacher & Leader Education (CTLE) credit. Any participant that attends one of NYJTL's STP trainings will receive 6.5 CTLE credit hours.
- **Intensive Training Program (ITP)** – ITP provides **FREE** tennis training for high-performing/high-potential players who currently participate in NYJTL's Community Tennis Program. With smaller coach-to-student ratios and increased access to tennis, ITP bridges the gap between recreational community-based programs and elite training.

Council funding also enables us to employ many of our NYJTL alumni, high school seniors and college students, as coaches and assistant coaches at various time throughout the four seasons (spring, summer, fall and winter). In effect, we run our own Student Youth Employment Program.

NYJTL's citywide funding of \$800,000 has stayed flat for the past 11 budgets and it is becoming increasingly challenging to continue to provide substantive programming in EVERY district at this funding level. To ensure that NYJTL programming is able to continue next year throughout the city, NYJTL is seeking **\$1,200,000** in citywide funding from the Council. Funding at this level will enable us to:

- Keep up with rising costs, including the new minimum wage of \$15 per hour;
- Enable us to continue to serve EVERY Council Member;
- Allow us to bring additional hours of free tennis instruction to EVERY Council District;
- Increase enrollment in EVERY Council District as a result of additional program hours.

Continued funding of NYJTL in the FY 20 budget is crucial to our vision and that of NYJTL's founder, Arthur Ashe who believed tennis could transform the lives of poor children of color just as it had his own life. With your support, we can continue to change the lives of thousands of New York City youth and their families.

We could not do what we do without the strong funding support of the New York City Council. On behalf of the youngsters and parents annually served by NYJTL, I thank you for the New York City Council's commitment to the youth of our city and for your sustained support of NYJTL.

**Preliminary Budget Hearing
Committees on Youth Services and Community Development**

**Submitted by Brooklyn Public Library, New York Public Library, and Queens Library
March 11, 2019**

Good Afternoon: My name is Gillian Miller, Coordinator of Early Learning Services for Queens Public Library.

I am here today representing the three library systems of New York City. We are truly grateful for the City Council's generous support of City's First Readers.

Each year, Brooklyn Public Library, New York Public Library, and Queens Library offer neighborhood early literacy programs with an annual attendance exceeding 600,000 people.

As part of City's First Readers, each library system is developing and expanding its own early literacy services. Here are some highlights:

- Brooklyn Public Library is rolling out 12 new Play Nooks in the children's areas of our libraries and refreshing the nooks at 44 branches where they are already established
- New York Public Library Updated and provided new early literacy corners and play materials in 87 branches
- Queens Library was able to offer a large scale pilot of hands on programs to the early learners in the libraries which focused on higher order thinking and problem solving through creation

Here are a few examples of how this initiative has allowed us to collaborate with the program partners in unique ways:

- **Literacy Inc.** has worked with the libraries to provide programs to families citywide.
- **BPL** hosted the very first City's First Readers playdate last summer. Each City's First Readers partner brought a developmentally appropriate, literacy-boosting play activity to this event to model to families how support literacy at home.
- **Jumpstart** has provided volunteers for NYPL programs throughout the year and participated in four Read the Record events
- **PCHP** has been a strong partner- encouraging their families to get library cards and bringing their families to City's First Readers sponsored library programs
- **Reach Out and Read** medical providers are prescribing reading and going to the library.

If the City Council authorizes \$6 million in Fiscal Year 2020 for the City's First Readers Initiative, this vitally important work will only grow in NYC's libraries. We could expand specialized family learning opportunities, grow school-readiness activities, and provide more training, which is necessary for our staffs, on working with families with very young children.

Public libraries play a critical role in our society. We are the last, open democratic institution that seeks to transform people's lives by providing free access to knowledge and information, and by creating opportunities for growth and empowerment to all. Libraries are for everyone, regardless of people's background or identity.

We are proud of all we have accomplished this year and are optimistic about the future. While deeply appreciative of the Council's and Mayor's efforts, we cannot rest on our laurels because there is still a great deal of work to do. Demand for our programs and services are at an all-time high, and we are providing six-day service at all of our libraries on an operating budget that cannot sustain it. Faced with increased demand and rising costs, we continue to need your help.

Our Libraries are the first social and educational experience many of our young families have, and we want it to be the most enriching experience it can be.

Thank you for the opportunity to speak today.



The Committee for Hispanic Children and Families, Inc.

75 Broad Street, 6th Floor, New York NY 10004 T: 212-206-1090 F: 212-206-8093 www.chcfinc.org

NYC Council Committee on Youth Services Preliminary Budget Hearing

Testimony Submitted by the Committee for Hispanic Children & Families (CHCF)

March 11, 2019

Good Afternoon: My name is Jennifer Schmidt and I am the Director for the Early Care and Education Institute at the Committee for Hispanic Children and Families, known by its acronym, CHCF. CHCF is a non-profit organization with a 35-year history of combining education, capacity-building, and advocacy to strengthen the support system and continuum of learning for children and youth. Our direct service experience with providers, parents, children and youth in the early childcare and preK-12 sectors allows us to gather direct feedback that informs our policy and advocacy work. We are positioned to move communication between our communities and policy makers, while simultaneously supporting the empowerment of our parents and students to carry their own truth directly to their legislative leaders, which is an essential part of CHCF's identity.

I will be speaking to two key pieces of CHCF's work in strengthening the support system and continuum of learning for New York City's children and youth: early care literacy programming and K-12 after-school programming.

City's First Readers

As part of CHCF's commitment to strengthening the continuum of learning from birth through school-age, our programming and supports begin in the early childcare and education sector. CHCF works directly with registered and licensed home-based child care providers, who are primarily Spanish-speaking, to enhance the quality of literacy programming to New York City's youngest learners. In line with this commitment, CHCF has been a part of the City's First Readers initiative for the past four years.

With each year, CHCF continues to expand and enhance our CFR work through our Early Care and Education Institute, reaching more child care programs, children and families. Through our work, we have discovered that many child care provider programs often do not have age-appropriate books, books in quality condition, or books in the first language of the child care educator or children in care. Realizing this, we used our CFR funding to purchase a variety of English, Spanish, and bilingual children's books, and develop accompanying materials for our new coaching model.

CHCF coaches model a read aloud and facilitate activities for the child care educator and children in care. Activities can include art, music and movement, and dramatic play. The book and accompanying materials are then left in the program for future use. After each coaching session, each child in the program gets to take home an age-appropriate book in their first language. Upon program completion, participating programs receive a personalized literacy kit which includes books, literacy-related games and various educational materials. We have received very positive feedback from participating programs and families. The children in care also look forward to the visits and are often excited to see what book they will receive and be able to take home. CHCF is bearing witness to the great impact that programs, like City's First Readers, can have on instilling a love for reading and learning in young learners *especially* when done in a culturally responsive way.

In FY 18, CHCF was able to serve 175 child care programs, distributing 1,696 books and 322 family literacy kits. As of our first report for FY 19, we have served 312 children in 28 programs, distributing



The Committee for Hispanic Children and Families, Inc.

75 Broad Street, 6th Floor, New York NY 10004 T: 212-206-1090 F: 212-206-8093 www.chcfinc.org

1,093 books. We join our CFR partners in calling for an increase in funding to \$6 million, which would allow us to further expand our reach in this work, would allow the CFR partners to collaborate with the Department of Homeless Services to intentionally reach families in temporary housing, and allow the program to invest in translation services to enhance culturally responsive practices throughout the program.

After-School Programming

CHCF has been providing after-school services in the Bronx for 20 years. We currently have two programs funded primarily through State funding, serving 350 elementary school students at PS/MS 279 and PS 59; we serve an additional 100 middle school students at PS/MS 279 through SONYC After-School. Through these programs, we are able to bring much needed child care for working families, engage students in high quality extended learning time programming, and provide a positive environment that mentors and supports our youth for three additional hours every day after school.

The State Executive Budget once again cut \$5 million from Advantage After-School programming, which funds 3,600 after-school seats across the city, including 240 of CHCF's seats. Although last year advocates were successfully able to get the State Senate and Assembly to restore the \$5 million, it still is not enough.

After-school programs are still being severely underfunded in New York State. Research shows that high-quality after-school programming that meets the developmental and academic needs of each student, the needs of the community, and pays staff a fair wage should be funded at \$2,320 per student.¹ Currently, Advantage After-School seats are funded at \$1,375 and Empire State After-School seats are funded at \$1,600. We are pressing the State to increase funding to reflect the cost of high-quality without reducing the number of students served; however, we know that there are many families who still do not have access to these programs, due to the limited number of seats that are funded at each site. CHCF calls on the city to look into this matter and ensure that seats are being fully funded through the State or matched with City funds, so that families, agencies and/or the staff providing these services to not ultimately carry the financial burden.

Given the tremendous impact that having access to high quality out-of-school time programming has for students and families, we also call on the City to develop a plan for building on to existing after-school funding streams to provide universal access to elementary after-school programming across the City.

In moderate- to high-needs communities, when discussing educational equity and closing the achievement gap, we need to recognize and bolster programming that works for our children and families. We know the impact that early literacy programming has on child development and preparedness for PreK-12. We know how valuable out-of-school-time programming can be to the academic and social/emotional development of school-aged children. We are appreciative of the initial investments in initiatives and programs such as these and call on the City to continue and increase these investments so that more children and families are given access to high-quality opportunities for academic and life success.

Thank you for the opportunity to speak today.

¹ The Value of Out of School Time Programming (2017). The Wallace Foundation.

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Testimony of Emily Rowland-Kain, Manager of Community Building United Way of New York City

Before the New York City Council Committee on Youth Services and Committee on Finance

Regarding the New York City Preliminary Budget

March 11, 2019

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My name is Emily Rowland-Kain. I am the Manager of Community Building for United Way of New York City. We thank the Council for your continued support and investment in City's First Readers and urge these Committees to support an increase in FY20 initiative funding to \$6M to expand the impact of this critical investment in early childhood literacy.

United Way of New York City

For 80 years, United Way of New York City has worked to support vulnerable New Yorkers throughout the five boroughs. Our mission is to mobilize communities to break down barriers and build opportunities that improve the lives of low-income New Yorkers for the benefit of all. We partner with community-based organizations, schools, businesses, and government agencies to address immediate and long-term needs around education and financial stability. We believe that supporting children and their families with aligned interventions will accelerate academic achievement and progress toward self-sufficiency for those families and entire communities.

ReadNYC and City's First Readers Partnership

ReadNYC is our dual-generation initiative, designed to provide coordinated interventions and needed resources for children, families, schools, and community partners. Our aim is to improve grade-level reading by third grade for children in some of the most challenged communities in NYC.

Since 2016, we have collaborated with City's First Readers to strengthen our work in Mott Haven. Mott Haven is situated in the poorest congressional district in the U.S. and experiences high rates of poverty, high unemployment, low health quality, and high rates of crime. When we started ReadNYC in Mott Haven five years ago, less than one in ten children were reading on grade level. We have seen immense progress: last year, 43% of 3rd graders at our ReadNYC schools are reading proficiently by third grade.

In the past year, with the support of City's First Readers, we have been able to do the following:

- Provide **book distribution** through our partnership with the Imagination Library, delivering books for children below the age of five, to build at-home libraries. We have delivered over 8,600 books to over 1,000 children between the ages 0 to 5. In addition, we have distributed 2,100 literacy kits. At City's First Readers events this past year alone we were able to distribute literacy kits to 100 families at the Woodhull Hospital event, over 140 literacy kits to families at the Brooklyn Public Library event, and held a read aloud at the Mott Haven Public Library; we had over 16 families attend and learn new reading techniques, sign up for library cards and receive literacy kits.

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- Increase **reading opportunities** by supporting access to a digital reading program, which helps students develop foundational reading skills and enables kindergarten teachers to provide targeted supports for children.
- Provide **access to resources** through the seven parent workshops we hosted on **parent engagement and empowerment**, provide tax preparation and benefits assistance, and referrals for health services, housing, and childcare.
- Provide **professional development** through intensive **instructional leadership** training and coaching to 5 principals in Mott Haven and 6 principals in Brownsville and 48 teachers and community educators. This work impacts almost 600 Pre-K and kindergarten students in Mott Haven.

Enhance Funding To Enhance Program Reach

Increased funding would allow United Way of New York City to expand in the following ways:

- **Expand the Imagination Library program** beyond Mott Haven to serve the wider Bronx, with the goal of mailing free books to children from birth to age five and supporting families in building at-home libraries and strong literacy practices. We have already served over 1,000 children in Mott Haven, providing them 15,000 books. With more funding, we could expand our reach to over 8,000 children in a ramp up period of 16 months.
- **Magnify parent engagement:** To further engage parents in creating a more language and literacy-rich home life for children, we would increase our events and programs for families. A highlight of the Imagination Library initiative is that books become a center piece for conversations between parents and their children; every Imagination Library book includes reading questions for parents to discuss with children. We would plan community events focused on better understanding of characters, plots, other ways to utilize books for engaging with children, etc. We would strengthen outreach to connect families directly to programs and services to support school readiness.
- **Build out ReadNYC:** Build on the lessons learned from the ReadNYC initiative in Mott Haven and develop an expanded network of success in other neighborhoods, starting with an expansion to the greater Bronx.

Conclusion

In conclusion, we urge further investment in the City's First Readers initiative so organizations like United Way of New York City can continue to provide the resources and services to ensure children enter school ready to read and achieve educational success. Thank you again for your continued partnership.



City's First Readers

An initiative of the New York City Council

**Preliminary Budget Hearing Committee on Finance and
Committee on Youth Services and Community Development, Submitted by Literacy INC.**

March 11, 2019

Good morning and thank you for the opportunity speak today. My name is Ingrid Bentil; I am the project manager for the **New York City Council's** early literacy initiative: **City's First Readers**. City's First Readers is a collaboration between eleven nonprofit organizations* that foster literacy development in NYC children, from birth to 5 years. The expertise of each is multiplied by working together.

Reading to infants and toddlers, naming the objects they see and touch, and talking directly to them all contribute to the development of their growing brains and give them an essential start toward being ready for reading. Did you know that in families where parents identify as professional, children entering school have experienced being read to between 1,000 to 1,700 hours on average? For children living in poverty, that number is 25 hours. This opportunity gap has consequences and can lead to an achievement gap; children of color and children living in poverty are disproportionately affected. Right now, nearly 2 out of 3 NYC children living in poverty are not reading on grade level when they are tested in 3rd grade. A student living in poverty who can't read at grade level by 3rd grade is 13 times less likely to graduate from high school on time than a more proficient peer. In 2015, over half of poor black and poor Hispanic New Yorkers lived in high or extreme poverty neighborhoods. Schools alone cannot provide a solution. The key is prevention.

In 2014, the New York City Council took decisive action to address the literacy crisis facing New York City children, especially those living in poverty.

With the Council's leadership, City's First Readers expand its effective, community-based programs to help the parents and young children of NYC be prepared to enter school ready to read.

City's First Readers is making this a reality. In the FY18 program year, the initiative served approximately 744,745 families (parents & children)

We need your renewed support; we are respectfully requesting a budget enhancement to \$6M.

Council funding at this level would allow City's First Readers to:

- Increase direct services to reach more families citywide.
- Strengthen outreach to connect families and caregivers directly to programs and services.
- Provide families and caregivers with developmentally appropriate books.
- Strengthen the collaborative's infrastructure and evaluation capacity.
- Expand our interactive public awareness message about the importance of early literacy development.

The science is clear - strong and robust investments in early childhood literacy programming can break cycles of poverty and position young children for reading success. Thank you for the opportunity to speak. Now I'd like you to hear from a few of the partners in the initiative to share all the high impact and transformational work we are providing through the Council's initiative.

*The initiative is comprised of eleven early literacy service providers working together:

Brooklyn Public Library, The Committee for Hispanic Children and Families, JCCA, Jumpstart, Literacy INC, New York Public Library, Parent-Child Home Program, Queens Public Library, Reach Out & Read of Greater New York, Video Interactive Project, and United Way of New York City.





PARENT-CHILD HOME PROGRAM

A PROVEN BEGINNING FOR SCHOOL SUCCESS SINCE 1965

**Parent-Child Home Program Testimony
Committees on Youth Services and Community Development**

**Submitted by Parent-Child Home Program (PCHP)
in Partnership with the City's First Readers Initiative**

March 11th, 2019

Good afternoon: My name is Andre Eaton and I am the New York State Coordinator for The Parent-Child Home Program (PCHP).

The Parent-Child Home Program's unique focus is on providing parents with the skills, knowledge, and materials they need to support school readiness skills in the home and helping to build home environments that build children's language, literacy, cognitive, and social-emotional skills. In doing this work, we are also helping parents learn what to look for in a child care setting, how to identify and access their children's next educational steps, and how to support their children's continued academic progress. Our partners in this work in New York City and elsewhere in the state include school districts, public libraries, social service agencies, literacy programs, and community-based organizations. Focusing on school readiness and early literacy support for families challenged by poverty, isolation, limited education, and language and literacy barriers, PCHP provided over 46,000 home visits and distributed over 23,000 books & educational toys in New York City last year with assistance from the NYC City Council support.

Before children enter pre-k or kindergarten, low-income children, and low-income from non-native English-speaking families in New York City are likely to be cared for by family members or in informal settings. They are the least likely children to have access to the information, materials, and activities that will build their school readiness skills, and ensure the language and early literacy skills that they need to enter a classroom ready to be successful students. For these reasons, it is particularly important that in supporting the City's First Readers Initiative, we ensure that they and their families have access to the knowledge, skills, and materials that will support their school readiness.

PCHP provides critical learning tools, books and other educational and language-stimulating materials, to families with two- and three-year-olds. This is an age group that often has very limited access to literacy supports. The Program helps families build literacy enrich environment in their homes. They are visited twice a week in their homes by an early learning specialist, or home visitor, who introduces the materials to the family, and models for parents how to read, talk, and play with their children to build language and critical early literacy skills. PCHP staff also connect families to other social service supports when necessary and assist parents with registering their

children for a pre-k or Head Start program. This year we added to the initiative by working with Family Child Care Providers in Sunset Park, Brooklyn, South Jamaica and Astoria in Queens to enhance their skills when taking care of children of parents who are not able to be a part of our core model. We provide them with the same number of books and toys but can reach more children because many of these providers care for more than one child.

PCHP continues to be pleased to be one part of the City's First Readers initiative. Working with our partners in this initiative, we are able to not only provide intensive early literacy support to 100 additional families challenged by poverty, isolation, and language and literacy barriers in communities including Astoria, Washington Heights, Sunset Park, Brownsville/East New York, and now South Jamaica, Queens, but also to connect PCHP families with a continuum of other literacy services and activities in their communities that are working together to ensure that children are reading on grade level by third grade.

Working with our City's First Readers partners we can connect these families, who might not otherwise access literacy supports at all, to additional resources through their public libraries, special programs in their children's schools, and community-based programming offered by organizations like LINC, including story times, parent workshops, school registration informational sessions and book distribution events.

With support from the City's First Readers Initiative, PCHP has been able to expand to five communities, reaching families in both South Jamaica and Astoria, Queens, Washington Heights, Manhattan, Sunset Park and Brownsville/East New, Brooklyn who would otherwise not have access to these supports. Many of these communities have historically had limited early childhood school readiness services available. With additional funding, PCHP could reach more deeply into these communities. PCHP could easily reach an additional 150 families across the city in the coming year.

We look forward to working with the City Council to expand this critical continuum of services for young children and their families. Thank you so much for allowing me this time to present the Parent-Child Home Program and its work as part of the City's First Readers initiative.



March 14, 2019

++ The Hon. Corey Johnson
Speaker, NY City Council
City Hall, NY 10007
++ The Hon. Debi Rose
Youth Services Chair, NY City Council
City Hall, NY 10007
++ The Hon. Daniel Dromm,
Finance Committee Chair, NY City Council
City Hall, NY 10007

RE: YouthBuild in NYC

Dear Speaker Johnson, Chairman Rose, Chairman Dromm, Members of the NY City Council, Commissioner Chong, and the Department of Youth and Community Development (DYCD):

I am speaking on behalf of the nine YouthBuild programs located in all five boroughs and operated by some of the finest community service institutions in the city: Settlement Housing Fund, New Settlement, SoBRO, Youth Action YouthBuild, Central Family Life Center, Queens Community House, Historic Tappan Park Partnership, and Northern Manhattan Improvement Corporation.

These YouthBuild programs are offered for youth 17-24 who are out of work and out of school, and who need a second chance to get it right. New York City has partnered with strong community organizations and willing youth to provide this transformative path here in NYC since 1978, which is when the first ever YouthBuild program was launched in East Harlem. As you may know, it spread fast, so that 21 YouthBuild programs now operate in NY State, 239 more across the US, and now 81 more in 23 countries. In 2019, about 20,000 of these "Opportunity Youth" worldwide will participate in a YouthBuild program.

YouthBuild provides the classroom training required to obtain the High School Equivalency (TASC) certification, as well as vocational certifications, job readiness training, and leadership development, college readiness, and professional internships. Just like everyone else, YouthBuild students want to succeed and are willing to work hard to get there.



Youth Action Programs & Homes, Inc.
206 East 118th Street, New York, NY 10035
tel. 212.860.8170 web: youthaction-nyc.org fax: 212.860.8894

Youth Action YouthBuild is a 501(c)3 nonprofit organization and an affiliate of YouthBuild USA and YouthBuild International.



The YouthBuild secret to success is already pretty well known. YouthBuild students are warmly invited, respected, included in the program governance and decision-making, and they give back to the community even as they secure their own high school equivalency degrees and rebuild their own lives. Community asset building is central to the program. For example, YouthBuild students provide more than 30,000 hours of community service each year here in NYC alone. Nationally, since 1990, YouthBuild students have built or preserved 38,000 units of low-income housing.

We want to thank Speaker Corey Johnson and the entire NY City Council, and Commissioner Bill Chong and DYCD, for supporting YouthBuild in NYC. We are grateful for your active support for young people's lives. We know that it requires funds and concerned government officials to make this movement work well, year after year, and as always, we stand ready to expand to meet the real needs of you who find themselves needing education, employment, direction and renewal.

YouthBuild is a partnership of the public sector, private sector, civil sector... and the young people needing a second chance. Each of the past five years the City has done its part by allocating \$2.1 million of citywide Speaker Initiative Discretionary funding for YouthBuild programming. A month ago, the US/Dept of Labor allocated \$2.2 million to secure two YouthBuild sites – in Staten Island and in Queens – and we expect that more announcements may be forthcoming before the end of the calendar year. However, with nine fully operative programs in all five boroughs, we urgently request an increase to \$3.4 million in the citywide Speaker Initiative Discretionary funding for YouthBuild.

This preliminary testimony is to present the request. All YouthBuild sites deliver quarterly reports to the Council, and on April 30 we will submit a citywide YouthBuild report to the Council, updating all activity up to that time.

With thanks,

David Calvert
Director of Strategic Partnerships
YouthBuild NYC Collaborative (% Youth Action YouthBuild)
Email: dcalvert@yayb.org
Cell: 646-351-2433



Youth Action Programs & Homes, Inc.
206 East 118th Street, New York, NY 10035
tel. 212.860.8170 web: youthaction-nyc.org fax: 212.860.8894

Youth Action YouthBuild is a 501(c)3 nonprofit organization and an affiliate of YouthBuild USA and YouthBuild International.



Armory Foundation Special Events

Tuesday, April 2, 2019- CSNYC 9:00am-2:00pm

Friday, April 5-Sunday, April 7, 2019- **NYC FIRST Robotics Competition**

Friday: 8:00am-5:00pm

Saturday: 8:00am-6:30pm

Sunday: 8:30am-5:00pm

Friday, April 12-Sunday, April 14, 2019- **Indoor Marathon**

Friday 12:00pm-11:00pm

Saturday 8:00am-8:00pm

Sunday 8:00am-3:00pm

Sunday, May 5, 2019 -**SUNY College Fair** 12:30pm-5:00pm

Saturday, June 1, 2019- **Uptown Games** 10:00am-4:00pm

KEEPING KIDS ON TRACK

THE ARMORY FOUNDATION | 216 FORT WASHINGTON AVENUE | NEW YORK, NY 10032
ph 212.923.1803 | fax 212.923.1645 | www.Armory.nyc | www.ArmoryTrack.com

March 11, 2019

My name is Rita Finkel and I am the Co-President of The Armory Foundation.

I am delighted and honored to have this opportunity, for those of you who are not familiar with The Armory, to introduce to the home of the National Track & Field Hall of Fame, and the Fastest Track in the World.

I wanted to take a few moments to highlight some of the things that go on at The Armory.

Our mission is Keeping Kids on Track.

We are wild about to track & field. Track & Field accommodates all body types and temperaments, and running is not only the basis of many sports, but is also a sport you can do for the rest of your life with only a pair of sneakers. Through it we are able to touch so many lives in a meaningful way.

Thousands of NYC high school track athletes call The Armory home for both training and competition. On a Tuesday or Thursday night from mid November through the end of March, we will have up to 1500 athletes that come to train with their coaches and teams from over 80 public, independent and parochial schools.

100 meets happen in those months, with some of our larger high school meets involving up to 6000 athletes.

In 2017 we piloted Little Feet, a new program that welcomed over 200 elementary school children from Washington Heights, Inwood and Harlem to run, jump, throw and giggle, twice a week from October through the middle of May. This year it continued and expanded to include children in grades 2 through 5.

In addition to the sport programing, we punctuated the year with some “special days”. One of those days was Real Heroes Day.

So often children meet the people we would consider Real Heroes (firefighters, police officers, EMTs) in situations that are scary. We decided to invite our local real heroes in to interact with our children in a safe and fun setting and this is what happened:

VIDEO ONE- Real Heroes (please copy and paste this link into your browser)
<https://vimeo.com/271302689>

In addition to Little Feet, we have a long running program for middle school children. The CityTrack program has been offered at The Armory for 17 years, imparting the joy

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of moving and promoting healthy habits for children in grades 6-8. Both CityTrack and Little Feet are offered at no cost to the families of our participants.

On June 2, we wrapped up our year of Little Feet and CityTrack with the Uptown Games, and I have short video to give you a glimpse of that celebration.

VIDEO TWO- Uptown Games (please copy and paste this link into your browser)
<https://vimeo.com/273740397>

So you do not get the idea that all we do is fun and games- we also work with our track & field athletes to help them gain access to great high schools and four-year colleges, with the funding to make a college degree a reality. Armory College Prep is a dynamic after-school program that puts students on track for lifelong success by helping them to and through college. College choice exploration, test prep, college visits, personal statement creation, financial aid counseling, application and testing fees are all covered by our sponsors of Armory College Prep. For both of the last two years 100% of our seniors were admitted to 4-year colleges. Williams, Amherst, Cornell, Haverford, and Dickenson are just a few of the colleges that admitted the students of Armory College Prep.

VIDEO THREE- ACP (please copy and paste this link into your browser)
<https://vimeo.com/306452431>

In the 1980's The Armory was a homeless shelter. 1000 homeless men lived on the space that is currently the track. The film, The Saint of Fort Washington, with Matt Dillon and Danny Glover was filmed at The Armory. A few years ago, I was doing a tour with a scout for Cirque du Soleil and when I looked over tears were streaming down her face- I paused and asked if she was OK- she looked at me and said

' I was on the crew that filmed the Saint of Fort Washington and cannot believe the transformation'.

Today The Armory is a representation of a public/private partnership that has had the great privilege to be part of the development of many of the world's top track & field athletes.

We call our track "the Fastest Track in the World" because more records have been set on this track than any other indoor facility on the planet. You may recognize some of these faces:

VIDEO FOUR- Elite Athletes (please copy and paste this link into your browser)
<https://vimeo.com/288732621>

Last summer we, like much of New York, were heartbroken at the plight of the migrant children who were being separated from their families at the southern border and

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relocated around the country. We learned that hundreds of children were right here in Manhattan.

We offered to show the children a day of fun and track & field at The Armory, and our invitation was accepted, so long as we did not alert the press or take any photos. So, in August we welcomed more than 450 children who were separated from their families or were unaccompanied minors.

We did our best to provide them with a break from their day to day. While we could not take photos, the Care Center, who has custody of the children, did and put this short video together.

[SHOW RUN LOVE VIDEO \(please copy and paste this link into your browser\)](#)

<https://business.facebook.com/CayugaCenters/videos/311006539476023/>

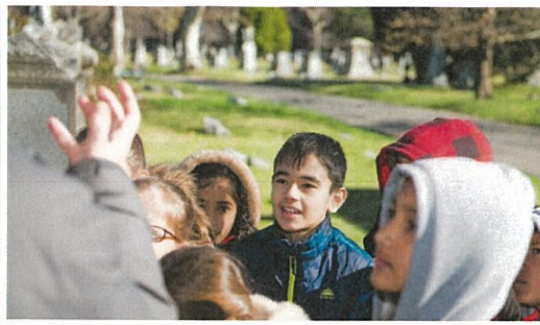
The New York City Council has historically been tremendously instrumental in supporting our growth. I am here today asking for your continued support to help keep The Armory running.

Let me finish with an invitation to come visit. We have 100 track meets per season showcasing the entire range of track & field from the youngest runners who will join us for the Uptown Games to the Olympians who compete at the NYRR Millrose Games. Our educational programs run year-round and we also have a list of wonderful special events outside track season.

Many thanks for your attention!

KEEPING KIDS ON TRACK

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Green-Wood Cemetery

March 11, 2019

Testimony for the New York City Council Budget and Oversight Hearings

Good afternoon Chairwoman Rose and members of the Committee.

My name is John Connolly. I am the Director of Public Engagement and Development at Green-Wood Cemetery in **Brooklyn**.

Of all the cultural institutions you'll hear about today, I feel pretty certain this is the first and only time you'll hear about a cemetery.

But this cemetery is a National Historic Landmark. It is Green-Wood Cemetery in Brooklyn. It spans 478 acres and borders Sunset Park, Windsor Terrace, Boro Park, Kensington, Park Slope, Prospect Park South, and Ditmas Park.

Green-Wood Cemetery has been in Brooklyn since 1838, and you know it as the final resting place for hundreds of thousands of New Yorkers.

But what you may not know is that we present over 200 public programs, **tours and events** every year. Last year alone, over 280,000 people came to Green-Wood to attend a program, to visit a loved one, or just to stroll the historic landscape ark and get away from it all.

To serve New York City youth, we have developed a strong line up of programs. One is in workforce development; we train young people - from low income communities - in masonry restoration for jobs in restoring historic buildings, with a direct path to union apprenticeships and union jobs. We run an environmental justice program for school-age students in Sunset Park, which involves street trees and Green-Wood's horticulture staff.

We give school tours to over 4,000 elementary and middle school students a year. In 2019, under the direction of a new Director of Education, new curricula, a team of part-time educators, a Title I partner school program and more, we will expand and deepen our school offerings. Our renowned high school summer internship program in research and restoration has been in the press recently for its work on Green-Wood's Freedom Lots: seven public burial lots, which we now know make up the largest original Black burial ground in the five boroughs.

At Green-Wood, we have a bold vision. It is to establish Green-Wood Cemetery as a major cultural and educational institution in New York City within the next ten years. And we're well on our way.

Green-Wood is a giant greenspace in the middle of Brooklyn that is a huge resource to the community. We want to serve more New Yorkers with public programs, serve more schools, more students and more young people.

Our planned Education and Welcome Center is the key.

It is a capital project directly across the street from the Cemetery's main entrance, at the corner of 25th Street and Fifth Avenue between Sunset Park and South Slope.

Its budget is \$34M. One third of the funding will come from private philanthropy, one third will come from the Cemetery itself, and we are targeting city and state funding for the last third.

Our FY20 capital ask of the Brooklyn Delegation is \$1M.

Green-Wood has been in Brooklyn for 181 years, but is **an entirely new cultural and educational asset** in a part of the borough that is significantly underserved.

We hope very much to work with the City Council on this important initiative.

Thank you for your time.

John Connolly
Director of Public Engagement and Development
Green-Wood
718-210-3073
johnconnolly@green-wood.com

Green-Wood Cemetery, Front Entrance
Fifth Avenue and 25th Street, Brooklyn



Planned Education and Welcome Center

Directly across Fifth Avenue from Green-Wood Front Entrance, on 25th Street



Second Floor with views of the historic greenhouse and the Gothic Arch



First Floor, for visitor orientation, classroom space and public space for community meetings



Restoration of the 1895 Weir Greenhouse will be complete in summer 2019.



Thank you, Council Member Rose and the Youth Services Committee, for allowing me to testify today, and for your past support of Big Brothers Big Sisters of NYC. My name is Elliot Berger and I am the Chief Development Officer.

Big Brothers Big Sisters of NYC provides a suite of mentoring and youth development services for NYC youth, ages 7 and up, in all five boroughs. Our mission is to ensure that all young people have access to mentors. Since 1904, we have matched NYC youth with carefully screened and professionally trained adult mentors ("Bigs") to help them reach their full potential.

For the 2020 City Budget, Big Brothers Big Sisters of NYC requests \$1.2 million in discretionary funds for the Big Brothers Big Sisters of NYC Initiative, which will serve 600 youth through our 1:1 mentoring programs and 800 youth through college and career programming.

Last year, we served nearly 6,000 NYC youths citywide. Our mentors help our Littles make positive educational gains. In the last five years: 98% of high school seniors graduated, and 92% of them were accepted into college. To ensure NYC youth in all five boroughs have access to our programs, we have satellite offices in the Bronx, Queens, and Staten Island that supports our community outreach and recruitment efforts.

More than 3 in 4 of the youths we mentor 1:1 come from low-to-moderate income families and more than half come from single-parent/guardian households. More than 1 in 3 are from New American families, which are supported by staff fluent in Spanish, Korean, Cantonese, and Mandarin, and nearly 3 in 4 of our college students will be the first in their families to go to college.

Big Brothers Big Sister of NYC has launched new programs to increase our impact and ensure NYC's underserved youth have access to mentors. We launched a College Success Program, which extends mentoring through the first two years of college and offers college readiness and college persistence counseling. We have also launched Big Pride to provide mentoring for our city's LGBTQ youth and expanded our New American Program by connecting immigrant youth to mentors, and launched a Bigs in Blue Program, which engages New York Police Officers as mentors for middle school youth.

Big Brothers Big Sisters of NYC provides 1:1 mentoring in one of two ways. In our community-based program, Bigs & Littles meet twice a month to develop life skills, achieve goals, and success. In our workplace mentoring program, Corporate Bigs and high school Littles explore college and career opportunities in a workplace setting. In both programs, a social worker is at the center of each relationship, providing support and supervision.

Our work is invaluable to the youth, families, schools, and organizations we serve. Restored funding from the City Council will enable us to build and support more mentoring relationships that ignite the biggest possible futures for youth.

Thank you for your time and consideration. I hope Big Brothers Big Sisters of New York City can once again count on your support.



**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Peter Gte

Address: _____

I represent: The Door

Address: 121 Avenue of the Americas

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Darryl Ratray

Address: DYCD Associate Commissioner for

I represent: Youth Services

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Leslie Brown

Address: 75 Maiden Lane #1102 10038

I represent: Reach Out & Read & City's First Read

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jennifer Schmidt

Address: 75 Broad Street Suite 620 NY, NY 10004

I represent: CHCF / CFR

Address: same as above

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/91

(PLEASE PRINT)

Name: KATIE GILLEN

Address: 1 CFR

I represent: Queens Public, Brooklyn Public NYPL CFR

Address: 69-11 Merrick Blvd, Jamaica NY 11432

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/91

(PLEASE PRINT)

Name: ERIN ROBIN

Address: 1 CFR

I represent: VIP and CFR 1 CFR

Address: 462 1st Avenue New York NY 10016

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: Andrie Eaton CFR

Address: 75 Cornelia Street, Bklyn, NY 11221E

I represent: The Parent Child Home Program

Address: 163B Mineola Blvd. Mineola, NY 11501

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: Harriet Lesse

Address: 120 Wall St / 858 E 29th St, 535 Bergen Ave

I represent: JCCA / City's First Readers CFR

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Emily Rowland-Kain

Address: 205 E 42nd St

I represent: United Way NYC + City's First Readers

Address: 205 E 42nd St

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

Date: _____

(PLEASE PRINT)

Name: Eliana Godoy

Address: 5030 Broadway Suite 641, NY, NY 10024

I represent: LINC & CFR

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

Date: _____

(PLEASE PRINT)

Name: Ingrid Bentil

Address: 5030 Broadway, Suite 641, NY, NY 10024

I represent: City First Readers

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

Date: 3/4/17

(PLEASE PRINT)

Name: KATIE ALIACQUA

Address: _____

I represent: JUMPSTART / CFR

Address: 505 8TH AVE, SUITE 303

NY, NY 10018

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: Faith Behum

Address: _____

I represent: USA-Federation

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Amy W. Iversen

Address: 305 7th Ave - N.Y. N.Y. 10001

I represent: Sheltering Arms Children's Family Service

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Marion Olatunde

Address: 419 Monroe Place ST NY 10306

I represent: Sadie Nash Leadership Project

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Maureen Fonseca

Address: 58-12 Queens Blvd, Woodside, NY

I represent: SASF (New York Edge)

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: Dee Mandayan & Shone Correia

Address: 520 8th Ave

I represent: Center for Court Innovation

Address: Youth Justice Board

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Gregory Brander

Address: _____

I represent: United Neighborhood Houses

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: David Calvert, YouthBuild NYC Collaborative

Address: 206 E 118 St, NYC 10035

I represent: YouthBuild NYC Collaborative

Address: 206 E 118 St, NYC 10035

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/17

(PLEASE PRINT)

Name: Whitney Donhaus

Address: MCNY 1220 Fifth Avenue

I represent: Museum of the City of NY

Address: 1220 Fifth Ave

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 03/11/2019

(PLEASE PRINT)

Name: EMMY I AM

Address: _____

I represent: CHINESE-AMERICAN PLANNING COUNCIL

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Youth Services

Date: *03-11-2019*

(PLEASE PRINT)

Name: *Tasfia Rahman*

Address: _____

I represent: *Coalition for Asian American Children &*

Address: *50 Broad St Families*

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: *3/11/19*

(PLEASE PRINT)

Name: *Gillian Miller*

Address: _____

I represent: *Queens Library*

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: *Kathleen Iacova*

Address: _____

I represent: *Jumpstart, City's First Readers*

Address: *505 8th Ave Ste 300 New York, NY 10015*

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3-11-79

(PLEASE PRINT)

Name: Michael Caughlin

Address: 422 61st, Brooklyn NY

I represent: Big Brothers Big Sisters of NYC

Address: 40 Rector St New York, NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: CHITRA AIYAR

Address: _____

I represent: Sudie Nash Leadership Project

Address: (STARS initiative)

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: SPON DARY

Address: _____

I represent: NYJTL

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Susan Haskell

Address: Deputy Commissioner, Youth Services

I represent: Adm DYCD

Address: Deputy

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jagdeep White

Address: Deputy Commissioner, Youth Workforce Development

I represent: DYCD

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jagdeep Phang

Address: Chief Financial Officer

I represent: DYCD

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Commissioner Bill Chang

Address: Dept of Youth + Community Development

I represent: 123 William St

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: Tatiana Arguello

Address: 76 Kendrick Ave

I represent: UACU

Address: 1000 Richmond Terr. Building

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: MELISSA DIAZ

Address: _____

I represent: AMERICAN MUSEUM OF NATURAL HISTORY

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Daniel Manbode

Address: _____

I represent: CAMBA, Inc.

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Raysa Rodriguez (CCC)

Address: _____

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: Vivian Santora

Address: _____

I represent: PowerPlay NYC

Address: (GMSIARS initiative)

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: Alshay Cooper

Address: _____

I represent: Row New York -

Address: (Smith's Initiative)

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/11/19

(PLEASE PRINT)

Name: Jamie Powlovich

Address: 495 Flatbush Ave #61 Brooklyn, NY 11225

I represent: Coalition for Homeless Youth

Address: Same

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: JOHN SENTIGAR

Address: _____

I represent: COVENANT HOUSE

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: RITA FINKEL

Address: _____

I represent: THE ARMORY FOUNDATION

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: JOHN CONNOLLY

Address: _____

I represent: GREEN-WOOD CEMETERY

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/10/19

(PLEASE PRINT)

Name: GEOFFREY M. GOLIA

Address: 75 E. 116TH ST NY 10029

I represent: GETTING OUT & STAYING OUT (GOSO)

Address: _____

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