



WHOLE CHILD



WHOLE SCHOOL



WHOLE CITY

**AN EDUCATION ROADMAP
FOR THE NEXT MAYOR**



ABOUT A+ NYC

A+ NYC is a coalition of 50 of the city's strongest nonprofit advocacy, youth-service and community based organizations that have come together to build a new vision for New York City public schools under the next administration. The coalition's activities have included providing research-based summaries of educational issues in an online clearinghouse called the Policy Hub and raising the voices of students and parents in the process of improving their schools through *PS 2013: Shaping an Education Agenda for the Next Mayor*. For more information, please visit: www.aplusnyc.org.

A+ NYC COALITION MEMBERS

A Young Mother's D.R.E.A.M
youngmothersdream.org

Advocates for Children
advocatesforchildren.org

Alliance for Quality Education
aqeny.org

Bronx Health REACH
bronxhealthreach.org

Brooklyn Food Coalition
brooklynfoodcoalition.org

Brooklyn Movement Center
brooklynmovementcenter.org

Brooklyn UFT Parent
Outreach Committee
uft.org/parents

Brooklyn Young Mothers Collective
bymcinc.org

Brotherhood Sister Sol
brotherhood-sistersol.org

Center for Alternative Sentencing and
Employment Services
cases.org

Center for Arts Education
caenyc.org

Change the Stakes
changethestakes.wordpress.com

Citizen Action of New York
citizenactionny.org

Class Size Matters
classsizematters.org

Coalition for Asian American Children
& Families
cacf.org

Coalition for Educational Justice
nyccej.org

Community Food Advocates
communityfoodadvocates.org

Community Service Society
cssny.org

Comprehensive Development Inc
cdi-ny.org

Cypress Hills Local
Development Corporation
cypresshills.org

Dignity in Schools- NY
dignityinschools.org/dsc-ny

El Puento
elpuento.us

Eskolta
eskolta.com

Girls for Gender Equity
ggenyc.org

Highbridge Community Life Center
highbridgelife.org

Internationals Network for
Public Schools, Inc.
internationalsnps.org

La Fuente
lafuenteinc.org

League of Young Voters
theleague.com/theleague.com

Make the Road New York
maketheroadny.org

Mirabal Sisters Cultural &
Community Center
mirabalcenter.org

Mothers on the Move
mothersonthemove.org

NAACP Legal Defense &
Educational Fund, Inc.
naacpldf.org

National Economic and
Social Rights Initiative
nesri.org

Neighborhood Family Services Coalition
nfsc-nyc.org

New Settlement Parent Action Committee
settlementhousingfund.org/new_settlement.html

New York Civil Liberties Union
nyclu.org

New York Communities for Change
nycommunities.org

New York Immigration Coalition
thenyic.org

New York Urban League
nyul.org

Northwest Bronx Community and Clergy
Coalition
northwestbronx.org

Parent Voices New York
parentvoicesny.org

Phys Ed Plus
physeplus.org

Public Policy and Education Fund of
New York
ppefny.org

Redemption, Inc
rdyouth.blogspot.com

Resilience Advocacy Project
resiliencelaw.org

Sistas and Brothas United
sistasandbrothasunited.org

Staten Island Federation of PTAs
sifpta.org

The Black Institute
theblackinstitute.org

Turning Point
turningpointbrooklyn.org/

Urban Youth Collaborative
urbanyouthcollaborative.org

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A GLIMPSE INTO NEW YORK CITY SCHOOLS

SCHOOL FUNDING

94%
of schools are **underfunded** based on student needs.¹

SOCIOECONOMIC STATUS²

1 in 3
NYC children live in poverty.

CLASS SIZE³

NYC schools have the largest class sizes in the state. In kindergarten through third grade, they are the largest in 14 years with an average of 25 students

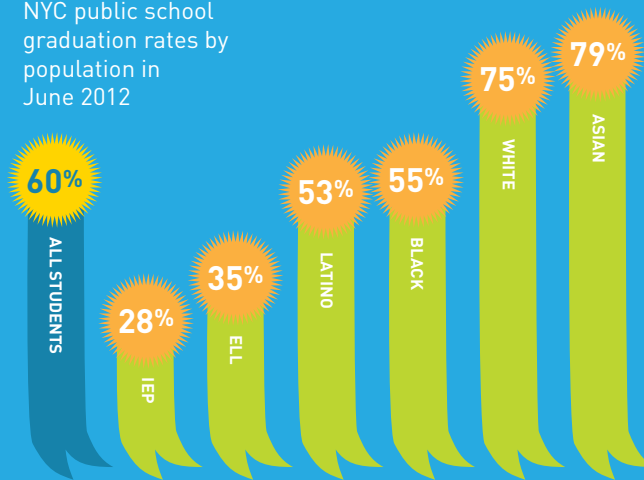
ARTS⁴

In NYC, approximately

50%
of all public elementary schools are failing to provide the arts instruction that students are entitled to by New York State law.

GRADUATION⁵

NYC public school graduation rates by population in June 2012



SCHOOL CULTURE⁷

There are more than

5,100
police personnel

in the public schools, a number that is approximately **70 percent larger** than the city's guidance counselor work force.

SCHOOL BUILDINGS⁶

NYC reports that less than two percent of school buildings are in “good” condition.

TESTING⁸

Time Spent Taking State Tests for New York City Students

Grade	Hours
3-4	7 h
5	9 h
IEP	18 h
Compared to	
SAT	3 h 45 m
MCAT	4 h 30 m

PHYSICAL EDUCATION⁹

An audit of elementary schools found that 96% of schools failed to comply with the state mandate of **120 minutes of PE per week.**

HEALTH¹⁰



and nearly half of our elementary school children are not at a healthy weight

1. <http://www.ibo.nyc.ny.us/iboreports/lsf2013.pdf>; 2. http://www.campaignforchildrency.com/wp-content/uploads/2012/03/Instability-Report_Final-Designed1.pdf; 3. <http://schools.nyc.gov/AboutUs/data/classsize/classsize.htm>; 4. <http://aplusnyc.org/arts-education/>; 5. <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm>; 6. <http://www.seiu32bj.org/wp-content/uploads/2013/05/falling-further-apart1.pdf>; 7. <http://aplusnyc.org/police-in-schools/>; 8. Testing hours for grades 3-4, 5 and IEP are spread over 6 days. <http://www.princetonreview.com>; http://www.parentvoicesny.org/?page_id=1132; 9. http://www.comptroller.nyc.gov/bureaus/audit/PDF_FILES_2011/MD11_083A.pdf; <http://wccny.org/2011/10/04/wcc-applauds-comptrollers-audit-of-physical-education-in-schools/>; 10. <https://media.gractions.com/F410DC9E068B98B88EA0B5C54D6885F750D9D0A3/28503661-07e8-4da8-a7ba-ff6d1b687975.pdf>.

PS 2013: SHAPING AN EDUCATION AGENDA FOR THE NEXT MAYOR

Improving public schools is consistently among the top priorities of New York City voters. Leading our city's school system, the largest in the nation, is at the heart of the mayor's charge.

Over the past decade, schools have weathered wave after wave of structural change. Massive alterations in school governance, school closings, hundreds of new school openings, the rise of test-based accountability, and the introduction of Common Core standards have transformed teaching and learning in New York City.

In this context, the A+ NYC coalition sought to elevate the wisdom of educators, community leaders, policy experts, and NYC's diverse communities by gathering their perspectives on how to create a world-class school system where all students succeed. Their ideas are presented here— a road map for public education that reflects the experience and vision of thousands of New Yorkers.

Successful education reform must engage communities in democratic decision-

making while also utilizing the rich body of available research. To strike that balance, A+NYC adopted the charrette model often used in architecture and neighborhood planning to design solutions that meet community needs.

The charrette model holds enormous potential for opening communication, capturing expertise, restoring trust and building partnerships among stakeholders. We called our process: *PS 2013: Shaping an Education Agenda for the Next Mayor*. This process began by capturing ideas from stakeholder communities through small workshops and surveys. The design team used these ideas to develop a set of policy proposals, which were returned to the community via a mobile exhibit mounted in a school bus, where participants could cast ballots indicating their support for particular proposals. Feedback from the bus tour shaped the final recommendations, presented in this report and publicly in a citywide summit.

THE PS 2013 PROCESS

THE WORKSHOPS

Seventy-five community workshops were held throughout NYC, in which over 1,000 New Yorkers shared their ideas about public education. Participants diverse in age, race, nationality, and experience with education reform were asked the following four questions:

1

What is your vision for an ideal education? What do you want a student to know, learn and do before they graduate from high school?

2

What needs to happen in the classroom to achieve that vision? What would you see and hear in the classroom if you walked in? How would students and adults interact?

3

What needs to happen in the school to achieve that vision?

4

What does the next mayor need to know about your priority issue?



Charrette:

(/SHUH-ret/) *noun*.

A meeting in which all stakeholders in a project attempt to resolve conflicts and map solutions.

—Oxford Dictionary

See **Appendix B** and **C** for more information

THE SURVEY

Participants in the workshops completed a survey that captured their demographic characteristics, experience with the NYC public schools, and priority issues.

THE DESIGN TEAM

A volunteer design team of experts, including parents, educators, students, advocates and community leaders analyzed the workshop data by using qualitative social science software to sort through thousands of comments and identify the issues that were most strongly and widely felt. They used research from the A+NYC Policy Hub, other sources and their own expertise to draft 27 policy ideas that were sent back to the community for feedback.

THE BUS TOUR

The Design Team's proposals were mounted in an interactive display on a school bus that traveled around the city to solicit community feedback. The bus parked in over two dozen locations across the five boroughs. More than 1,800 NYC residents cast over 33,000 votes. The priorities that emerged from the bus tour went back to the Design Team, which then drafted the recommendations in this report.



PS 2013 FINDINGS

The proposals that emerged from the PS 2013 process don't include a silver bullet for fixing schools, or radical proposals to upend public education. Instead, they sketch an inspiring vision of an education system that treasures the complexity of children and their communities; equips schools with the tools to prepare students for a range of destinies; and works interdependently to leverage the city's vast resources in service of schools. In workshop after workshop, New Yorkers communicated with passion and urgency that they want the whole city to support the whole school in educating the whole child.

After dozens of workshops, hundreds of surveys, and thousands of votes cast on the bus tour, **the following three mandates for the next mayor received the most support:**

1. Reduce the importance of standardized testing
2. Fight for more money for public education at the federal, state and city level, from pre-K through college
3. Integrate arts into the school day

Along with these top proposals are many others laid out in the following pages that would create a world-class school system for all children.

As is typical, New Yorkers want a lot. Our city's young people deserve no less.



TOP THREE “WHOLE CHILD” SOLUTIONS

1

**Reduce importance of
standardized tests**

2

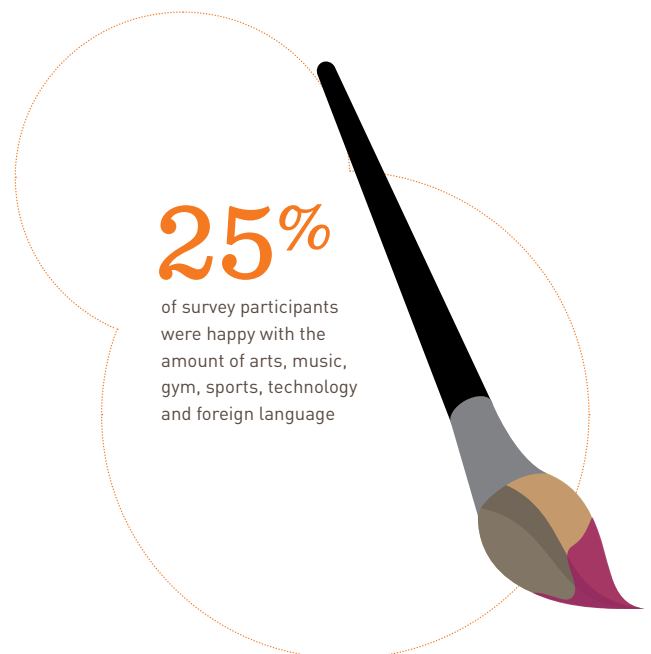
**Integrate arts into the
school day**

3

**Set ambitious college and
career goals, and
achieve them**

New Yorkers want each student to be treated as a whole child with physical, emotional, social and academic potential, not as an asset or liability based on his or her performance on standardized tests.

PS 2013 participants want students to gain solid academic skills before graduating high school, but they also emphasize the importance of social skills like teamwork; emotional skills like perseverance; and physical skills like healthy eating and exercise. They agree that the core academic subjects must be mastered, including arts, music, science, physical education, foreign language, technology, and interpersonal skills.



STUDENT SUCCESS CENTERS

NEW YORK CITY

When New York City’s Urban Youth Collaborative surveyed high school students about their post-high school dreams, they found that 90% of students hoped to attend college. At the same time, a majority of those students said they rarely got help from school guidance counselors on how to navigate the process of selecting colleges, applying to them and applying for financial aid.

Student Success Centers (SSCs) are collaborations between community-based organizations and public schools. Staffed by trained and paid students, the Centers provide hands-on support, training and encouragement for students to apply to college. Current Success Centers are located at Franklin K. Lane Campus in collaboration with Cypress Hills Local Development Corporation, Bushwick High School Campus in collaboration with Make the Road New York, and Taft High School Campus in collaboration with New Settlement Apartments and the Children’s Aid Society.

At Bushwick High School in Brooklyn, eight Youth Leaders staff the school’s SSC. The list of activities organized by the Center is impressive. They’ve taken over 250 students on college-visiting trips. They organize “college-culture events” to energize students about life on college campuses. Every spring, the Center’s staff visits ninth, tenth and eleventh grade classrooms to talk with students about beginning to prepare for college. The Center offers summer trainings as well, helping students prepare their applications and teaching them about the financial aid process.

The city’s three existing Student Success Centers have been so effective that school guidance counselors are learning from them and crediting the Centers with transforming the college-going cultures in their schools.

There are concrete results as well. The numbers of college applications, and college admissions have skyrocketed since SSCs were organized. Student Success Centers offer a clear, proven strategy to help more students successfully enter college.

“We’re like a bridge between students and the counselors and teachers... We motivate those who are not motivated—helping them receive what most people don’t let them get.”

—Patrick

A Youth Leader at Bushwick High School’s Student Success Center

FOR MORE INFORMATION

annenberginstitute.org/pdf/successcenters.pdf

See Appendix A for additional Case Studies



TOP THREE “WHOLE SCHOOL” SOLUTIONS

1

To the greatest extent possible, replace suspensions with constructive approaches that keep students in school

2

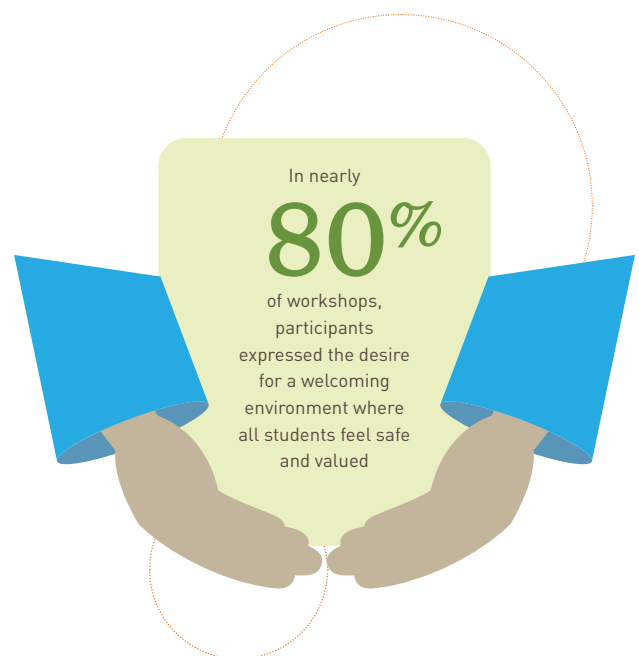
Provide up-to-date facilities, materials, and technology and end overcrowding

3

Recruit and retain high quality teachers and principals and work with them to create supportive systems for professional development and evaluation

New Yorkers want each school to provide a welcoming home to students that supports effective learning experiences for a community with diverse needs.

PS 2013 participants want a safe, nurturing and physically well-equipped environment that would facilitate the development of the whole child. They want schools to have skilled and committed staff who hold high expectations, treat students fairly and respectfully, possess content expertise, and offer engaging learning experiences. Staff should also be well-versed in youth development, attend to students’ individual needs, and see culture and community as assets to the learning experience. Schools should be organized to support specific populations such as students with disabilities, English language learners and Black and Latino males.



STRATEGIC STAFFING INITIATIVE CHARLOTTE-MECKLENBURG, NORTH CAROLINA

Sometimes it seems like our school districts give up on children, communities and teachers by shutting down schools that aren't working. But across the country, creative and dedicated educators have found that struggling schools can improve, with the right combination of leadership and support.

In Charlotte-Mecklenburg, North Carolina, the Strategic Staffing Initiative assigns highly skilled leadership to targeted low-performing schools. Once a school has been identified, experienced principals spend time at the school to assess its challenges and strengths. They are then given the option of bringing in a core team of highly qualified teachers to help with the turnaround effort. Together, over the summer, the principal and staff develop an improvement plan, and are given additional support and resources to implement that plan.

While the leadership and staffing have been key to the success of this initiative, evaluators also found a number of common strategies that have been implemented in successful schools. These include:

- Using time differently, to increase the opportunities for teachers to work together;
- Creating a culture of learning for both students and educators;
- Improving instruction in the classroom through mentoring and lead-teacher supports; and
- Improving and simplifying the administrative functioning of the school so that teachers and students feel supported.

Since its initiation in 2007, Strategic Staffing has had positive impacts on student academic performance, attendance, teacher retention and other factors.

“In my mind, it’s an easy argument to make: We need to put our best talent into our neediest schools.”

—Ann Clark

Chief Academic Officer, Charlotte-Mecklenburg School District

SOURCES

“Strategic Staffing for Successful Schools: Breaking the Cycle of Failure in Charlotte-Mecklenburg Schools.” The Aspen Institute, April 2010. Available at: http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/ED_Case_Study_Strategic_Staffing.pdf

“Strategic Staffing.” A description of the program produced by Charlotte Mecklenburg Schools. December 2009.

“Evaluation of the Strategic Staffing Initiative.” Charlotte-Mecklenburg Schools. January 2011. Available at:

<http://www.cms.k12.nc.us/cmsdepartments/CIO/accountability/cfre/Documents/Stategic%20Staffing%20Evaluation%20Report%20January%202011.pdf>

FOR MORE INFORMATION

See Appendix A for additional Case Studies



TOP THREE “WHOLE CITY” SOLUTIONS

1

Fight for more money for public education at the federal, state and city level, from pre-K through college

2

Prepare students to improve their communities and participate in civic life

3

Connect students and families to the support services they need and develop powerful community partnerships

New Yorkers want the whole city to support the success of students by marshaling and aligning financial and institutional resources behind an ambitious plan for public schooling.

PS 2013 participants understand public education as a public good that is the charge of the entire city to secure for every child, not as a commodity for each family to pursue on its own. Participants see schools and communities as being interdependent, and feel that a supportive community is essential to the endeavor of developing the whole child and whole schools.



COMMUNITY LEARNING CENTERS CINCINNATI, OHIO

In Cincinnati, Ohio, a new district facilities plan requires all new and renovated schools to include additional space for community use. Known as Community Learning Centers (CLCs), these schools now serve as hubs for students and families to receive health care, social services, recreational and cultural opportunities, as well as education.

Each Community Learning Center establishes a Local School Decision-Making Committee (LSDMC) that includes parents, community leaders, school staff, non-profit agencies and community organizations. The Committee develops a shared vision of academic programs, enrichment activities and support services for students, their families and the wider community. Each CLC is different—designed to meet the specific needs of its surrounding community. The results have been dramatic:

- Winton Hills Academy identified health concerns as a barrier to students' learning. As a CLC, they now partner with a pharmacy, a primary and oral-health care provider, and a full-time behavioral health clinic. Winton Hills enrollment is up, discipline incidents are down, and the building is alive with after-school and summer programming;
- Oyler School's engagement committee decided to tackle high dropout rates, by including a teen center that provides college access counseling and other support services. Oyler's graduation and college entrance rates have climbed to an all-time high.

Academic performance at the schools is increasing, as student needs are met through these wrap-around services. And neighborhood residents are benefitting as well, not just from the available services, but also from a heightened sense of community spirit that comes from having a vibrant community hub.

From a ranking of “academic emergency” and a 52 percent graduation rate in 2002, Cincinnati Public Schools became the only urban district to be rated “effective” by the Ohio Department of Education in 2010. Since the advent of the Community Learning Schools initiative, graduation rates have rocketed to over 80 percent and continue to rise.

“Cincinnati’s citizens have come together to bring up and educate their children, and in the most fundamental sense, they have found a way to honor the social compact and insure for their city an enduring civil society.”

—Martin J. Blank

*Coalition for Community Schools,
Huffington Post, 9/25/12*

SOURCES

<http://clcinstitute.org/wp-content/uploads/2013/02/RevisedCaseStudyofcps-clccoalition.pdf>

Source of quote: http://www.huffingtonpost.com/martin-j-blank/beyond-chicago_b_1913102.html

FOR MORE INFORMATION

See Appendix A for
additional Case Studies

AN EDUCATION ROADMAP FOR THE NEXT MAYOR

The following policy recommendations were developed by the design team to offer candidates for New York City mayor a roadmap to successfully arrive at our destination—a system that lives up to our “Whole Child, Whole School, Whole City”

vision. Building such a school system to nurture the city’s children is at the heart of the mayor’s charge to strengthen NYC communities and ensure a better quality of life for all city residents.



DURING THE CAMPAIGN



Reach out to school stakeholders by calling community listening sessions during which you solicit suggestions from students, parents, educators and other stakeholders for improving instruction, culture and safety during the first term.

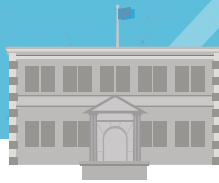


Incorporate the PS 2013 *Whole Child, Whole School, Whole City* framework into your vision and messaging, to begin to build a public mandate for community-driven school improvements.



Visit and learn from successful schools across the city.

Listen to leaders, educators, students and parents about what makes their schools great.



Include parents, teachers, community and student representatives on your education transition team.

Use your campaign to engage parents, students, teachers and community in developing your priority education policies and message.

Attend several Community Education Councils (CECs) and Panel for Educational Policy (PEP) meetings, to understand the scope and powers of these entities.

THE FIRST 100 DAYS

Create the conditions for teaching and learning in schools and address priority needs of students



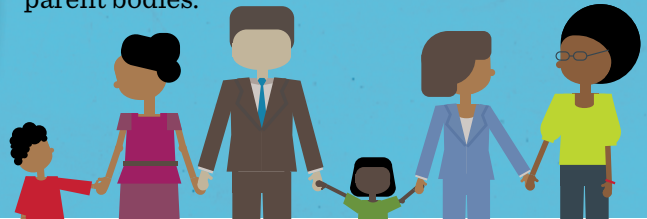
THE WHOLE CHILD

More arts and physical education.

Provide schools with funding and support to ensure adequate space, instructional time and resources to meet or exceed the minimum requirements under state law, which **include teaching dance, music, theatre and visual arts, providing 120 minutes of physical education per week** and other mandates.

THE WHOLE SCHOOL

Families as partners. Encourage schools to engage families in identifying their priorities and provide **family-friendly trainings** on those priorities, in their home language or with quality translation. Increase professional development for Parent Coordinators, Community Education Councils, School Leadership Teams (SLTs), and other parent bodies.



THE WHOLE CITY

Visionary leadership.

Appoint a Chancellor who makes decisions based on **collaboration, equity, excellence and democratic participation** and on evidence-based research about school improvement.



Solutions not suspensions.

Build on the work of the New York City School Justice Partnership Task Force by establishing shared goals among stakeholders; investing in hiring counselors, social workers and other support staff to meet students' social and emotional needs; and reducing the use of suspensions, school-based summonses and arrests.

Evaluate Special Education.

Ask the Chancellor for a public, comprehensive report on the impact of the DOE's special education reforms on students with disabilities and hold forums in all 5 boroughs for parent and student input.

Redesign the accountability system.



Convene a Task Force of educators, administrators, testing experts and others charged with replacing the accountability system with one that will:

Reduce the role of standardized tests in high-stakes decisions such as school admissions, grade promotion and school closures, and elevate other measures of student and school performance.

Redesign the progress reports to deemphasize the role of test scores, give the public easy-to-read information about

schools, and evaluate schools on indicators such as school climate, social and emotional learning, arts, physical education, safety, wellness, etc.

Create an early intervention system for struggling schools to identify over-concentration of high-needs students, inappropriate use of suspensions, high staff

turnover, low attendance, and other indicators to trigger supportive interventions.

Help schools improve by supporting SLTs in engaging the whole community to identify the school's goals, strengths and areas for improvement and funding these improvement plans. Share success stories with other schools in order to learn best practices.

Invest in community schools.

Transform more public schools into community schools by helping schools identify their needs, conducting scans of local services (**mental and physical health, tutoring, arts, family services, recreation, etc.**) and engaging organizations to bring needed supports and services into the schools.

Fight for funding.



Establish ongoing state and federal advocacy campaigns, including mayoral visits to Albany and D.C., for **full funding of the Campaign for Fiscal Equity** and increased resources for schools.

THE WHOLE CHILD



College and career now.

Increase college and career counseling staff and expand community-based programs so that students set and obtain ambitious college and career goals; access services like **SAT prep**; and get help with **FAFSA**, and college and career counseling. Train and support school staff in planning for the transition of students with disabilities from high school to post-secondary life. Engage families of immigrant students in understanding college options.

Reduce the role of NYPD in schools.

Shift authority over disciplinary decisions made by School Safety Agents (SSAs) from the NYPD to principals and provide training in youth development for all school staff including SSAs to create a welcoming environment where students feel safe.

THE WHOLE SCHOOL



Invest in 21st century career educators.

Guided by research in the field, prioritize first-rate teacher and principal training, recruitment and professional development that will develop and sustain 21st century career educators. *See Appendix B.*

Of all the teachers who began their career in city schools in school year 2008-2009

50%

were no longer teaching at the same school after three years.

THE WHOLE CITY

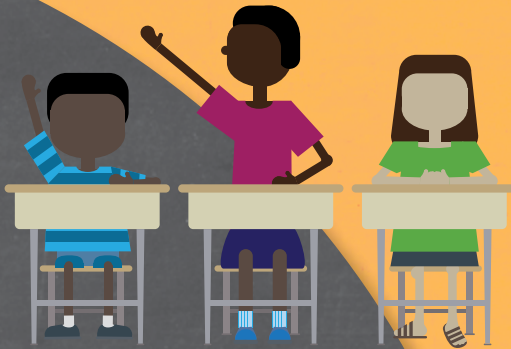
Find savings.

Analyze the budget of the DOE and other city agencies that serve children and families to find cost savings and identify strategies to use funds more effectively.

All in for children.

Bring all department heads from city agencies together to identify how they can collaborate with each other and with schools to improve student success.

THE WHOLE CHILD



Reduce class size.

Especially in **early grades** and in **high-needs schools**.

THE FIRST TERM

Transform the New York City public school system into a world-class teaching and learning community



THE WHOLE SCHOOL

Put the public back in public education.

Work with stakeholders to expand scope and powers of all parent bodies and the Panel on Educational Policy (PEP) in educational decisions.

Allow PEP members to serve out fixed terms, so they can vote freely without fear of removal.

THE WHOLE CITY

Strong start for kids.

Build on successful national models and standards to expand early childhood settings throughout the city and conduct outreach to ensure access for all Pre-K and Kindergarten-aged children.

THE WHOLE CHILD

Support English Language Learners.



Ensure that all English Language Learners **have access to programs** and professionals that link academic knowledge with the growth of language skills. Work with other city resources to expand the availability of ESL classes for families.



Support students with special needs.

Increase access to the general education curriculum for students with disabilities by adopting accessible curricula; ensuring access to high-quality programs and schools; providing **tiered, research-based interventions**; and making time for collaboration between teachers and other school staff.

THE WHOLE SCHOOL

Green schools, better world.

Dedicate Capital Budget resources to a “Green Schools Initiative” to help NYC schools **eliminate toxins**, use sustainable resources, create healthy **green spaces** and engage the community about environmental preservation.



Scrap the blue book and build more schools.

Redefine facility usage to account for student, educator and community needs and to accurately represent available space across the school system. Increase investment in facilities, especially in neighborhoods with a high concentration of overcrowded schools, **to provide safe, sustainable, welcoming spaces that could accommodate a community school model.**



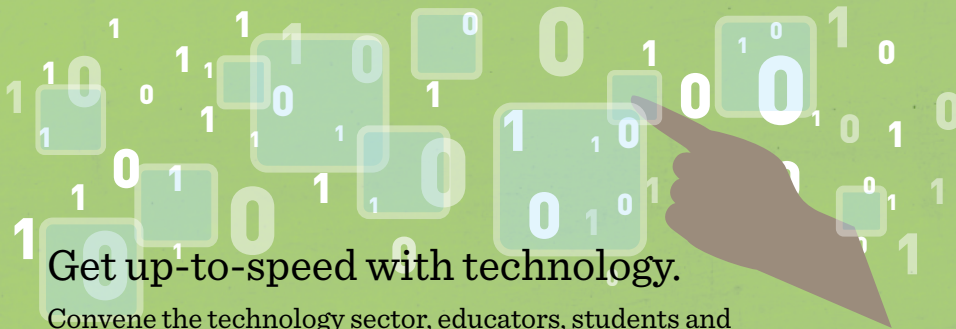
THE WHOLE CITY

Get up-to-speed with technology.

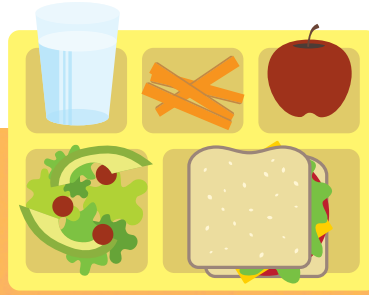
Convene the technology sector, educators, students and parents to find ways to **integrate technology into the schools’ curricula and professional development** and to increase access to general education classrooms for students with disabilities.

Learn from experience.

Engage stakeholders frequently in evaluating the strengths and weaknesses of all reforms and adjust course based on proven research to improve effectiveness. Learn from the experiences of other urban districts that have adopted a whole child, whole school, whole city approach.



THE WHOLE CHILD



Increase quality food access.

Provide **free healthy lunch** to all students regardless of income and promote participation in the breakfast program. Provide support, resources, training and menu flexibility options so that schools can cook and distribute healthier, culturally sensitive meals that meet USDA standards.

Promote bilingualism.

Award the “Seal of Biliteracy” to students who master two or more languages.

THE WHOLE SCHOOL

Transform schools into teaching and learning communities.

Support teacher improvement.

Embed professional development in every school, tailored to the needs of that school, including creating pathways for schools to **hire highly skilled lead teachers** to coordinate supports for the school’s educators.

Create pathways for strong principals.

Provide **quality training for Assistant Principals** that includes, mentoring, ongoing forums and site visits to share with and learn from each other.

More time for quality learning. Support principals, educators and the school community in redesigning the school day to provide: **a well-rounded culturally relevant and linguistically appropriate curriculum** for all students (*See Appendix B*); more time to engage with parents; more time for **teacher collaboration, planning and reflection.**

THE WHOLE CITY



Mayor-City-School-Partnerships.

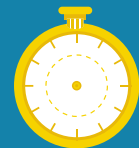
Partner with the city’s non-profit and private sector **educational, arts, cultural, civic, business and technology** organizations, public and **private colleges and universities**, and the school community to extend opportunities for students to interact with their surrounding community and the entire city.

BY FOLLOWING THIS ROADMAP, THE NEXT MAYOR WILL



Transform schools into teaching and learning communities where students, teachers, principals and parents are supported, respected, valued and challenged

Reduce the number of hours that students spend taking tests and use multiple measures to assess student and school success



Create a school system with mutual accountability for continuous learning and development



Restore democratic voice and mutual accountability to the school system

Channel the city's educational, social, cultural, artistic and entrepreneurial resources and institutions in support of schools

Align and integrate the delivery of services to families across the city's public and private agencies

Deliver more and equitable funding to city schools



APPENDICES

APPENDIX A:

Case Studies

The Whole Child

The Whole School

The Whole City

APPENDIX B:

PS 2013 Results

APPENDIX C:

Design Team Members

TEACHING STUDENTS TO BE FRIENDS, NEIGHBORS AND CITIZENS

SOCIAL AND EMOTIONAL LEARNING INITIATIVE ANCHORAGE, ALASKA

While all the attention these days seems to be on academic achievement, we also expect our public schools to prepare our young people to be good citizens who are able to navigate social situations and contribute to their communities. These skills are often referred to as Social and Emotional Learning, or SEL. SEL is not “soft” instruction that fills in around the academics: schools and districts that provide sequential and developmentally appropriate instruction in SEL have better school climates, fewer disciplinary problems, better academic achievement, higher graduation rates and fewer dropouts.

The Anchorage School District in Alaska has been embedding Social and Emotional Learning in every school, every day for over a decade. In addition to setting academic standards, the district adopted a detailed set of SEL standards for all its schools, and hired coordinators to help train teachers, develop curriculum and monitor the implementation and outcomes of its SEL instruction.

What does it look like? All teachers—at every grade level and in every subject—are trained to develop lesson plans and classroom strategies that support SEL. In the early grades, students get used to talking about emotions, and how they impact behavior. Teachers focus on creating a culture of respect and dialogue, and lessons become opportunities for collaboration and reflection. Students don’t just fill out worksheets; they discuss their answers with their peers and learn how to defend their ideas. SEL is a framework for school improvement, and helps guide every facet of the school, including its approach to discipline and conflict.

This intentional, district-wide focus on Social and Emotional Learning has worked in Anchorage. Since the initiative began, student academic performance has improved, graduation rates are up, and behavior incidents are decreasing. We can do it in New York too!

“...It also turns out that kids who are better able to manage their emotions... actually can pay attention better... it helps you learn better.”

WATCH THE VIDEO

www.edutopia.org/anchorage-social-emotional-learning-video

USING CONSTRUCTIVE DIALOGUE TO RESTORE PEACE AND JUSTICE

MORRIS CAMPUS RESTORATIVE JUSTICE PROGRAM BRONX, NEW YORK

Dropping out of high school poses a serious problem to the social and economic health of the country and has negative consequences for the individual dropout (Carter, 2013). One result of dropping out is limited employment opportunities, as today's economy necessitates the labor force to have increased literacy, more education, enhanced technological skills, and lifelong learning. Sadly, the number of students with high risk behaviors are is growing in large numbers, signaling increasing dropout rates in the future.

Restorative justice is an attempt to address the needs of potential high school dropouts. It is:

“...a process where all stakeholders affected by an injustice have an opportunity to discuss how they have been affected by the injustice and to decide what should be done to repair the harm. With crime, restorative justice is about the idea that because crime hurts, justice should heal. It follows that conversations with those who have been hurt and with those who have afflicted the harm must be central to the process” (Braithwaite, 2004).

This approach, used in a growing number of schools across the country, brings students, teachers and administrators into a collaborative process to shift school culture and climate. At the Morris Campus Restorative Justice Project, school personnel have partnered with Sistas and Brothas United (SBU), an organization devoted to developing the leadership of youth in the Northwest Bronx who are concerned with the conditions in their neighborhood and looking for creative ways to address its problems. SBU youth leaders and staff have provided training and support to school staff and a group of peer leaders at the school in how to implement “talking circles” as a regular classroom ritual on the campus, as well as an array of other conflict resolution and healing disciplinary processes. Teachers and students credit the program with bringing about significant shifts in how positively students feel about their school, how well students in the different small schools in the building relate to one another, and other aspects of school climate.

SOURCES

Braithwaite, John (2004). “Restorative Justice and De-Professionalization”. *The Good Society* 13 (1): 28–31.

Carter, H.M. (2013). *Creating Effective Community Partnerships for School Improvement: A Guide for School Building Leaders*. London and New York: Routledge.

[www.restorativejustice.morris-campus](http://www.restorativejustice.morris-campus.org)

ENGAGING STUDENTS AND SCHOOL COMMUNITIES THROUGH THE ARTS

THE SCHOOL ARTS SUPPORT INITIATIVE

NEW YORK, NEW YORK

The arts are considered a core subject by local and federal departments of education and are widely believed by parents to be essential to a well-rounded education, yet access to a quality arts instruction in music, dance, theater, and/or visual arts is far from universal. At the same time, too many New York City public schools are struggling with the task of adequately preparing their students for success in college and career and keeping them engaged in school and on track to graduation.

Here in New York City, as well as nationally, model school-wide programs are being developed that demonstrate the positive influence that a comprehensive and integrated arts education can have not only on student academic and social outcomes, but on whole school transformation.

A local model, *The School Arts Support Initiative* (SASI), developed in New York City by The Center for Arts Education, with funding provided by the U.S. Department of Education’s Arts in Education Model Development and Dissemination program, has been putting the arts at the center of the curriculum of struggling middle schools in New York City for the past six years. The model program provides schools with funds for arts residencies and professional performances, arts supplies and instruments, as well as critical teacher training and leadership development provided by school “coaches” who are experts on integrating the arts into the school day.

The SASI program has successfully demonstrated that high-quality arts education can be an effective tool to strengthen school and student outcomes—boosting academic achievement and increasing student motivation in city middle schools facing tough educational challenges. The initiative has had a positive impact in a range of important school indicators, including:

- Increasing student proficiency on state exams in English Language Arts and Math—with gains of 5.4 % points in ELA proficiency and 7.9 % points in math proficiency over control schools
- Increasing and improving arts programming and staffing despite obstacles—including such as budget cuts, and the continuing growing focus on standardized test scores as measures of school success.
- Improving teacher collaboration across subject areas, and communication between students and teachers.
- Transforming principals into arts advocates and leaders with an increased understanding of the importance of the arts for all of their students, and how the arts can create a collaborative learning community.
- Becoming a model for successful school improvement by creating a new sense of community, becoming a source of pride for teachers, students and families and transforming the look and feel of the educational environment.

“Since putting the arts front and center in our school community, we have seen a greater progression in our students, not only in terms of test scores, but overall academic and social development.”

—Principal James Philemy
P.S./I.S. 208, Queens

TRANSFORMING SCHOOLS THROUGH AUTHENTIC COMMUNITY INPUT

COMMUNITIES FOR EXCELLENT PUBLIC SCHOOLS (CEPS)

Significant amounts of state and federal education money are being poured into “school improvement” these days. But sadly, the intervention strategies all-too-often end up disrupting communities and fail to result in long-term improvements. The top-down interventions mandated in federal and many state laws—turning a school over to a charter operator, firing the entire staff or closing the school—run contrary to what research tells us about will create effective schools.

In 2010, forty community groups across the country came together to form Communities for Excellent Public Schools (CEPS). The groups decided to challenge the school improvement strategies prescribed by the federal School Improvement Grants and propose an alternative plan. CEPS developed the Sustainable School Transformation proposal (SST) based on research of effective schools and began a campaign to ask the federal Department of Education and/or Congress to either replace the four existing interventions, or to include SST as a fifth option.

The Sustainable School Transformation Proposal was built on three key principles:

1. A team of teachers, parents, students and other stakeholders of the effected school community should be charged with developing a vision for the school and a school improvement plan that meets their needs.
2. The plan must focus on instruction, school climate and learning, rather than only on structure or management, and that the components should be informed by research.
3. Any school improvement plan must include wrap-around supports to address the essential social, emotional and physical needs of students.

Congress has yet to act on the federal education law. But many community groups are working to win similar “bottom-up” school improvement plans in their districts. For example, at John Whittier Elementary School in East Oakland, a design team designated to turn the school around invited parents to express their visions for the school, worked extensively to form community engagement and partnerships, and had the autonomy over budget, curriculum, and hiring to build a team committed to those visions and shared expectations. Principals were expected to be school and community leaders. Between 2005 and 2008 when the changes took course, proficiency in English/language arts increased from 14 to 42 percent, and math proficiency increased from 25 to 66 percent.

UNION-COMMUNITY COLLABORATION

LEAD TEACHER PROGRAM BRONX, NEW YORK

In New York City, like many other districts, schools serving poor and working class students tend to have a lower proportion of experienced teachers, lower average teacher salaries and lower rates of teacher retention than schools serving more affluent students. Rather than demand that teachers be fired or replaced, members of the Community Collaborative to Improve District 9 Schools (CC9) knew that the best way to transform teaching in their schools was to help teachers improve. Research, conversations with educators, and site visits to schools around the country led the Collaborative to decide that a lead teacher program was the way to go.

The idea of “lead teachers” is not new. While the details differ from place to place, typically, highly trained and specially qualified lead teachers are hired by grade or subject-level in schools. These teachers provide a variety of supports and training to their less experienced colleagues. For example, lead teachers might facilitate teacher planning and study groups, observe their colleagues and coach them in effective teaching techniques, and open up their own classrooms so other teachers can observe them. Such a structure not only helps create a climate of continuous learning in a school, but also allows professional development to be targeted to the specific needs of the teachers in the building. Most lead teacher programs offer an additional salary bump for the teachers, to compensate them for the additional responsibility and their recognized effective teaching.

CC9 leaders knew they would need to work with the New York City teachers union, the United Federation of Teachers (UFT), both to develop the details of the program, and to win it. They also knew that the program couldn’t be won without the cooperation of the Department of Education (DoE). So, over a period of two years, CC9 built a winning collaboration and campaign to win a lead teacher program.

The program began with a \$1.6 million pilot in ten south Bronx schools in 2004. Within a year of its implementation, an external evaluation showed significant gains by students in the ten pilot schools. While the evaluation could not directly implicate the Lead Teacher Program as the cause for the increased gains, they did indicate that it was a strong contributor. On the strength of the pilot, the Department of Education negotiated the expansion of the program to 100 of the city’s lowest performing schools in its second year. Though the program has been challenged by budget cuts in recent years, it continues to be one of the most promising models for improved teaching quality in New York’s struggling schools.

SOURCES

“A True Bronx Tale: How Parents & Teachers Joined Forces to Improve Teacher Quality.” Case study developed for Grantmakers in Education. February 10, 2005.

“Lead Teacher Project: Second Year Report,” Executive Summary. Submitted to Community Collaborative to Improve Bronx Schools by the Academy for Educational Development, Fall 2006.

INSERTING STUDENT VOICE IN TEACHER EVALUATIONS

THE BOSTON STUDENT ADVISORY COUNCIL AND YOUTH ON BOARD BOSTON, MASSACHUSETTS

The Boston Student Advisory Council (BSAC) is a citywide body of elected student leaders representing most of the city's public high schools. BSAC works to identify and address pertinent student issues, putting students at the center of the decisions that affect them the most.

One of the areas where students feel their voices should matter is in teacher evaluations. After all, students are in classrooms more than anyone, and are often good judges of a teacher's strengths and weaknesses. BSAC began consulting with the district and the Boston Teachers Union on this issue back in 2006. The talks led to the creation of the "Constructive Feedback Form," which provided students an opportunity to give their teachers feedback on classroom management, individual learning styles, subject instruction, school culture and student engagement. The form was developed to provide helpful, constructive information – not to punish teachers, but to help them see what their strengths are and where they can improve.

Initially BSAC sought to have the Constructive Feedback Form included in all teacher evaluations. But when this approach met resistance, BSAC agreed to move in incremental steps.

The first step was a pilot project at one city high school. Student responses on the Feedback Form were submitted directly to teachers for their own use. When both teachers and administrators at the school reviewed the program positively, BSAC appealed to the Boston School Committee to adopt the program in high schools citywide. In 2010, the Committee unanimously agreed. Twenty-nine schools participated the following year, and again, teacher response was overwhelmingly positive.

As teacher evaluation systems have become a hot-button issue nationally, the role of student voices is being heard. In Chicago, VOYCE (Voices of Youth in Chicago Education) won a pilot program that will implement student surveys as a component of the teacher evaluation system for two years before any high stakes are attached to it. They have asked officials to create a student taskforce to help guide the survey's development and implementation. And in June 2011, after a concerted campaign by BSAC, the Massachusetts Board of Education voted in favor of mandatory student involvement in teacher evaluations for all public high schools across the state, beginning in the 2013-14 school year.

The key to these efforts have been collaboration with local districts and teachers unions, and a willingness to take it slowly at first, to allow all stakeholders to get comfortable with the process. But clearly, the idea of students having a voice in teacher evaluations is becoming more accepted.

"I am a strong believer in 360° evaluation of teachers. Teachers need the voice students, of parents, of the community...we all need to be part of the solution"

—Arne Duncan
U.S. Secretary of Education

FOSTERING COMMUNITY PARTNERSHIPS

NEW VISIONS FOR PUBLIC SCHOOLS

NEW YORK CITY

Strong communities need effective schools. Schools can no longer work in isolation. Both entities must come together to improve the student academic achievement and the experience of teachers and parents.

SOURCE

www.knowledgebase.newvisions.org

The New Visions for Public Schools' Community Partnership attempts to do just that. Its mission is to create partnerships between schools and organizations for the improvement of teaching; expand learning experiences; and reinforce student achievement, college and career readiness. This partnership brings together institutions of higher learning, community-based organizations, arts/cultural institutions, social service providers, youth development and corporate/business sector organizations.

New Visions' Community Partnership is a model for establishing a high performing school through community partnering. It highlights the importance of external institutions that can strengthen schools through:

- Bringing additional resources, new ways of thinking and expertise to schools;
- Supplementing students' social capital;
- Playing various roles such as providing classroom support; supplying direct services to students and their families; developing mentoring programs, student internships and curriculum; managing after-school and summer programs; and providing professional development for teachers;
- Offering political will and advocacy for the school as well as links to other organizations and resources; and
- Enhancing student engagement and prepare them for higher learning and career exploration.

For successful collaboration to occur, the partnership and the school staff must create frequent opportunities within their respective institutions to build awareness, ownership, and appropriate levels of support to allow the partnership to flourish.

The schools within the New Visions network have shown great success and graduation rates have increased steadily. In 2011, the average graduation rate was 73 percent, well above the citywide average (65.5 percent).

APPENDIX B

PS 2013 RESULTS

The following table shows the number of times an idea arose in the workshops, the number of distinct workshops in which an idea was mentioned, and the number of votes each idea received on the bus tour. The top 10 ideas that received the most votes are highlighted in green

	Mentions	Workshops	Bus Tokens
WE WANT ALL NYC STUDENTS TO:			
Love learning and explore their own interests and passions	51	20	1463
Have the content knowledge, critical thinking and team work skills to succeed in college and career;	259	56	1154
Set ambitious college and career goals and achieve them	18	10	1496
Relate compassionately to other people and take good care of their own physical, emotional, and financial needs	77	32	1194
Improve their communities and participate in our city’s civic life	64	34	1220
Engage effectively with our technologically-driven and multi-cultural world	91	41	1034
SCHOOL LEADERS AND STAFF MUST...			
Deliver a well-rounded, challenging, college-ready curriculum that is tailored to its students’ needs and interests	24	18	1100
Integrate arts into the school day	199	58	1598
Create a welcoming environment where all students feel safe and valued instead of policed, and use programs like peer mediation and restorative practices that help keep students in class and reduce the use of suspensions	158	58	1235
Make social and emotional learning an important part of the curriculum	53	28	1000
Overcome cultural and language barriers to engage families and provide effective instruction	137	40	1008
Connect students and families to the support services they need and develop powerful community partnerships	39	20	1130
Integrate fun and rewarding afterschool and out of school learning opportunities with what happens during the school day	53	32	1134
Help to keep our students healthy by providing physical education, nutrition and sex education and good school food	151	46	1376

**APPENDIX B:
SURVEY RESULTS**

	Mentions	Workshops	Bus Tokens
SCHOOL SYSTEM LEADERS MUST:			
Make sure every student has an equal opportunity to succeed, including English Language Learners, students with special needs, and others	79	38	1465
Accept final responsibility for creating the conditions that school leaders and staff need to succeed, including appropriate resources, technical support and additional time	125	43	1001
Intervene early to support struggling schools, and close schools only as a last resort	42	23	1044
Limit classes to a size that allows for personalized instruction	106	47	1461
Provide up-to-date facilities, materials and technology and end overcrowding	236	57	1281
Recruit and retain high quality teachers and principals and work with them to create supportive systems for professional development and evaluation	145	44	1253
Foster collaboration by providing additional time for teachers and schools to learn from one another	84	35	784
OUR CITY'S NEXT MAYOR MUST:			
Be a champion of equity, excellence and democratic participation and appoint a Chancellor committed to these values	76	34	917
Fight for more money for public education at the federal, state and city level, from pre-K through college	165	46	1984
Implement a stronger form of student, parent and community participation in decision-making, including on school closings and co-locations	70	34	969
Align the work of all city agencies that support NYC students and their families.	77	36	920
Reduce the importance of standardized testing, and insist on the use of multiple measures to assess student and school success	211	56	1988

This is a summary of curriculum needs and teacher characteristics as articulated by PS 2013 workshop participants.

CURRICULUM

Schools must offer all students a rigorous, culturally relevant and linguistically appropriate curriculum that will prepare them for college and careers that includes, but is not limited to:

- Language Arts including being able to understand, research, analyze, interpret and communicate ideas in both written and verbal form.
- Math
- Science
- Social Studies including history, culture, global studies
- Foreign Languages
- Arts (music, dance, theatre and visual arts)
- Health and wellness including nutrition, physical education, sexuality and drug education
- Study skills such as note-taking, self-organization, goal-setting, time management.
- Individual character development such as building self-esteem, self-worth and values of honesty, responsibility, compassion, perseverance, independence and self-advocacy
- Relationship skills such as cultural sensitivity, communication skills, respect for diversity
- College and career information beginning in elementary school
- 21st century skills
 - » Learning and Innovation Skills, which include creativity, critical thinking, communication, and collaboration
 - » Information, Media, and Technology Skills, which involve effectively using, managing, and evaluating information from digital technology and communication tools
 - » Life and Career Skills, which include flexibility and adaptability, self-direction, teamwork, appreciation of diversity, accountability, and leadership.

Schools must teach students to assume a role as citizens in a global world, understand their power and responsibility to contribute to a better world and offer opportunities to participate in civic and community service activities.

TEACHER CHARACTERISTICS

Twenty-first century educators have a strong foundation in content areas, know how to integrate different fields of study, understand and incorporate child and youth development in their classroom and operate from a foundation of respect, caring, and equal treatment of students and families regardless of ethnicity, gender or other characteristics. Twenty-first century educators embody the same characteristics of a 21st century learner that they are modeling in their classrooms. Workshop participants emphasized the necessity for bilingual educators.

APPENDIX C

A+ NYC DESIGN TEAM MEMBERS

ZAKIYAH ANSARI

Alliance for Quality Education

Zakiyah Ansari is the Advocacy Director with the New York State Alliance for Quality Education (AQE), the leading statewide organization that has been working to fight for educational equity for the last decade. Zakiyah resides in the East Flatbush neighborhood of Brooklyn, NY. She is the mother of eight children, all of whom have or are currently attending public school. Zakiyah speaks before parents, educators, elected officials and administrators across the country about the importance of organizing parents and communities in schools. She is one of the parent voices in the film *Parent Power* produced by the Annenberg Institute for School Reform. *Parent Power* chronicles fifteen years of effective parent organizing in New York City. She was in the December 2011 issue of *Essence* magazine and the December 2011 issue of *Black Enterprise* entitled “Education Means Business”.

JANICE BLOOM

College Access: Research & Action and Parent Voices New York

Janice Bloom is Co-director of College Access: Research & Action (CARA), an organization founded to support the college access work of schools, community-based organizations, and universities through educational reform and youth leadership. She taught middle and high school social studies in NYC public schools for seven years before earning a Ph.D. in Urban Education from the CUNY Graduate Center. Janice was an assistant professor at Eugene Lang College/The New School and a teacher-mentor and school design coach with organizations such as New Visions for Public Schools and the Institute for Student Achievement (ISA), where she helped to design classrooms and schools, and nurture educators, for inquiry-based teaching and learning. From 2008-2011, she co-created and co-directed ISA’s College Inquiry and College Knowledge

programs, before helping to found CARA in 2011. She is also one of the co-founders of ParentVoicesNY.

HAZEL CARTER

City College of New York

Dr. Hazel M. Carter has 30 years experience in education reform programs, curriculum development, program design, evaluation, grant writing and teaching. She is currently the Director and a professor of Educational Leadership at The City College of New York, where she prepares teachers to be school and district leaders. Her career as a college professor, a school teacher, and a former administrator is grounded in the belief that all students can learn. Dr. Carter strongly believes that educators must embrace the community (higher education institutions, school systems, community-based organizations, parents, and business and government agencies) in creating an environment that supports effective teaching and learning. Her recent book *Creating Effective Community Partnerships: A Guide for School Improvement* (Routledge, 2013) uses the African proverb “it takes a village to raise a child” to broaden the definition of community to include all major stakeholders in a child’s education, and to underscore the importance of all sectors working together.

SHOSHI CHOWDHURY

National Economic and Social Rights Initiative

Shoshi Chowdhury joined Dignity in Schools Campaign—New York as a Coordinator in March 2011. She has been involved in community organizing since the age of 15, as a youth leader. During her time as a youth organizer at DRUM (Desis Rising Up & Moving), Chowdhury conducted street and school outreach to increase the organization’s membership base of South Asian youth. She also co-created skills-based workshops, worked on leadership development, and ran campaigns. She was involved in campaigns and coalition work.

BEVERLY DONOHUE

New Visions for Public Schools

Beverly Donohue joined New Visions in 2003 and is now the Vice President for Policy and Research. She leads the Policy and Research Department in formulating and advocating for policies to support the improvement of public education in New York City, including the systemic reform of secondary education. Donohue brings extensive experience from New York City government, where she held positions as Chief Financial Officer for the New York City public school system and Deputy Director of the New York City Office of Management and Budget. She is a nationally recognized expert on school budgets and funding in support of educational reform. Donohue holds a B.A. from Radcliffe College and a M.Ed. from Harvard University.

EDWARD FERGUS

Metropolitan Center for Urban Education, New York University

Dr. Edward Fergus is the Deputy Director of the Metropolitan Center for Urban Education at New York University, and serves on the boards of the Campaign for Fiscal Equity, the National Advisory Committee for the National Center on RtI, the Yonkers City School District, as a School Board Trustee, and was appointed by the New York State Governor to the Juvenile Justice Advisory Group. Dr. Fergus is a former high school social studies teacher. Dr. Fergus has published numerous articles and books including *Skin Color and Identity Formation: Perceptions of Opportunity and Academic Orientation among Mexican and Puerto Rican Youth* (Routledge, 2004). He more recently co-edited a volume titled *Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys* (Routledge, 2012). And is set to publish *Building Resilience for Black and Latino Boys: Single Sex Schools and the Intent of Public Education* (Harvard Education Press, 2013). He writes extensively and conducts research and evaluation studies on school violence, bilingual programs, magnet schools, and disproportionality in special education and suspensions.

CATALINA FORTINO

United Federation of Teachers

As Vice President for Education at the United Federation of Teachers (UFT) and the Director of the UFT Teacher Center, Catalina Fortino brings broad experience in professional development, curriculum, assessments and program development to advance the teaching profession. Through her work as the Director of the UFT Teacher Center, Catalina has designed citywide professional development structures to implement a comprehensive approach to the Common Core Learning Standards. She has been the past Co-chair of the New York State Professional Standards and Practices Board for Teaching and a past member of the New York State Committee of Title I Practitioners. Catalina received her B.S. in Early Childhood Education and her master's degree in Special Education and Bilingual Education from Queens College. She also studied Curriculum and Teaching at Teachers College.

ASHLEY PAYANO

Urban Youth Collaborative and Sistas and Brothas United

Ashley Payano, 16, is a rising senior at the Renaissance High School of Musical Theatre and Technology at the Lehman Campus in the Bronx. Born and raised in the Bronx, Ashley lives with her mother and three siblings. Last year, Ashley began organizing with Sistas and Brothas United (SBU), working around educational justice issues locally. In the summer of 2012, Ashley participated in the Urban Youth Collaborative's Youth Organizing Institute, an extensive leadership development training about education reform issues like school closures, college readiness, and the school-to-prison pipeline. Since then, she has been an active leader in the forefront of youth education organizing by facilitating workshops; training other young people; speaking in press conferences; moderating mayoral education town halls, and contributing to the *PS 2013 Bus Tour*. Ashley is passionate about justice in her community and follows her father, a tenant leader in the Northwest Bronx. Ashley currently sits on the Board of Directors of the Northwest Bronx Community and Clergy Coalition (NWBCCC) representing SBU. Ashley hopes to be a novelist.

APPENDIX C DESIGN TEAM MEMBERS

ERICK PEREZ

Urban Youth Collaborative and Make the Road NY

Eric Perez, 22, began organizing around educational justice issues in 2012 as a youth leader at Make the Road New York. As a graduate of Williamsburg Preparatory High School, Eric is incredibly passionate about ensuring that all young people have access to college and careers. Through his own experience with college, Eric has been a lead advocate for the implementation of the Urban Youth Collaborative's *Get Us To College* campaign recommendations, including the expansion of Student Success Centers. Meeting with elected officials, community organizations, and students across the city, Eric has been a force in fighting for policies that put students first. In the future Eric hopes to use media production, as a way to push social justice issues forward and engage people in organizing.

JANE QUINN

Children's Aid Society

Jane Quinn is a social worker with over four decades of experience that includes direct service with children and families, program development, fundraising, grant-making, research and advocacy. She currently serves as the Vice President for Community Schools at The Children's Aid Society (CAS) in New York City, where she directs the National Center for Community Schools. Jane came to CAS from the Wallace-Reader's Digest Fund, where she served as Program Director for seven years. Prior to that, she directed a national study of community-based youth organizations for the Carnegie Corporation of New York, which resulted in the publication of a book entitled *A Matter of Time: Risk and Opportunity in the Nonschool Hours*. She also served for eight years as National Program Director for Girls Clubs of America. Together with Joy Dryfoos and Carol Barkin, Jane co-edited a book entitled *Community Schools in Action: Lessons from a Decade of Practice* (Oxford University Press, 2005). More recently she co-wrote, with Eileen Santiago and JoAnne Ferrara, a book entitled *Whole Child, Whole School: Applying Theory to Practice in a Community School* (Rowman & Littlefield, 2012). Jane has a master's in Social Work from the University of

Chicago and has done post-graduate studies at the University of Hawaii, New York University and Columbia University.

LYNN SANCHEZ

New Settlement Parent Action Committee

Lynn Sanchez is a parent leader with the New Settlement Parent Action Committee and the Coalition for Educational Justice, a former member of the Community Education Council in District 4, and a chairperson and founding member of Educational Justice Political Action Committee (EJ PAC). Lynn is a single mother of two children in the NYC public schools. For the past six years, Ms. Sanchez has been advocating for parents around a variety of issues and has worked tirelessly to ensure that all parents understand their rights within the DOE. Lynn has facilitated workshops, planned rallies, organized forums, and lobbied elected officials around budget cuts and educational issues. She has worked alongside the Department of Education, NYPD School Safety Division and other agencies on various initiatives. Lynn holds an Associate's degree in Paralegal Studies and a Bachelor's degree in Political Science from Pace University.

KIM SWEET

Advocates for Children of New York

Kim Sweet is the Executive Director of Advocates for Children of New York (AFC), a not-for-profit organization that promotes access to quality education for all children in New York City's schools. She leads a staff of 48 attorneys and education specialists and oversees a wide range of projects focusing primarily on the educational rights and needs of the children the school system often overlooks – children with disabilities, English language learners, children who are homeless, and children involved in the child welfare or juvenile justice systems.

CLAIRE SYLVAN

Internationals Network for Public Schools

Claire E. Sylvan is the founding Executive Director of Internationals Network for Public Schools and a nationally recognized expert and practitioner in both

school reform and the education of immigrants and English language learners. She has provided guidance on broad school reform initiatives, participating on local, state and national advisory boards, commissions and task forces providing leadership on topics including the development of state standards for English language learners, the benefits and challenges of NCLB for English learners and the opening of new small schools. Claire has developed innovative programs and practices for diverse populations of new learners of English in various New York City public schools, led the Internationals Schools Partnership and piloted the groundbreaking Early College Program at The International High School at LaGuardia Community College, the first international high school. Claire attended McGill University and Brooklyn College as an undergraduate and received master's and doctoral degrees from Teachers College, Columbia University.

PHILLIP WEINBERG **High School for Telecommunication Arts and Technology**

Philip Weinberg is the principal of the High School of Telecommunication Arts and Technology (HSTAT), a school of nearly 1,300 students located in Brooklyn, New York. The school is comprised of students from all over the borough of Brooklyn, and the student body reflects the rich ethnic and socioeconomic mix of the borough. The school has consistently earned the highest marks on New York City's school rating system and has been named a "High Achieving, Gap Closing" school by New York State. Mr. Weinberg has been an educator for 28 years, including 26 years working at HSTAT. He has been an English teacher, an Assistant Principal, and for the past 12 years has been fortunate to serve as the school's principal. In 2012 he was honored to receive the Fund for the City of New York's Sloan Award for Public Service.

OCYNTHIA WILLIAMS **NYC Coalition for Educational Justice and Highbridge Community Life Center**

Ocynthia Williams is a Parent Leader with the NYC Coalition for Educational Justice and Education Organizer with Highbridge Community Life Center in the Bronx. She is a former parent leader with the Community Collaborative to Improve District 9 Schools (CC9) where she played a vital role in developing the city's first Lead Teacher Program designed to improve education in failing South Bronx Schools. She is also a founding member of the Highbridge Green Middle School. Ocynthia worked at the Edna McConnell Clark Foundation as a Portfolio Assistant for nine years from 2000 – 2009 when she left to pursue her true passion of community organizing by taking a position with the Abyssinian Development Corporation. Ocynthia is a long-time community activist, public speaker, and a published author. She served as the parent association president of PS 73 in the South Bronx, as well as the treasurer of the district-wide parent council, from 1992 -1995. She has presented on education panels nationwide, and her work has been captured through the media at rallies and many press conferences. Ocynthia is one of the featured parents in the film documentary *Parent Power*.

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ABOUT THIS REPORT

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