

December 13, 2017
Youth, Education, & Libraries Committee

Meeting called to order at 6:40pm.

Presentation: Janice Tolbert and Chloe Stein, Institute for Children, Poverty & Homelessness

Policy organization that seeks to raise awareness about crisis of homelessness. Typically families start out in stable housing, become financially insecure, e.g., medical emergency. First turn to social network, doubled-up housing, until those social connections are exhausted. Then turn to shelter system. (In some cases, not covered here, people released from institutions and go to shelter system.)

A lot of work focuses on homeless students – children and their families. Definition used in research is DOE's. HUD uses narrower definition: people living in shelters or unsheltered living on streets or places not meant for human habitation. DOE uses HUD definition, plus students who are doubled-up, which is a temporary, overcrowded.

Education effects

Close to 100,000 students in NYC public schools (9%) are experiencing some form of homelessness in SY15-16. A recent New York Times report found 10%. Another 41,500 were housed but had experienced homelessness in the previous 5 years. Growth in homelessness is due to increase in doubled-up students.

Geographically, mainly concentrated in upper Manhattan, Bronx, and central Brooklyn. It can be difficult to identify due to fear of stigma or reporting to a city agency. **In CD9, 13.5% were homeless in SY15-16**, over the citywide average of 9%.

Young students are most at risk: 35% of homeless students were represented in pre-K to 2nd grade, compared to 28% of housed students. (This could be related to dropping out, or the relative difficulty for a parent to find a job while

The correlates of homelessness include higher likelihood to transfer school, be chronically absent, be suspended; lower likelihood to be proficient on state assessment, graduate, and receive timely support for special education needs.

In SY15-16, 25% of homeless elementary school students transferred schools midyear, which interrupts their education and can prevent them from forming meaningful relationships with peers and teachers.

Homeless students graduate at a lower rate than even low-income, stably housed peers. Housing transitions are also associated with lower graduation among students who are homeless, both in temporary arrangements or in shelters.

Under federal law every school has to have a McKinney-Vento liaison to identify homeless students. But doubled-up students may not realize they are homeless and know about resources (both academic and social services) they are eligible for.

Health effects

Homelessness is a traumatic experience: loss of a home, friends, routine, feeling of safety and security. 27% of DHS family shelter entries are due to domestic violence.

During pregnancy, homeless women often have little to no prenatal care, and are exposed to violence, leading to increased likelihood of low birth weight and premature birth. Children born into homelessness see twice the rate of learning disabilities.

For young children, homelessness can mean lacking adequate nutrition and a safe, clean place to play. These traumas affect the brain's executive functioning—difficulty juggling multiple tasks, planning, remembering instructions—and develop a “fight or flight” response when confronted with challenges. Accordingly, homeless students see higher suspension rates.

Students experiencing homelessness lack adequate nutrition: they're much less likely to eat breakfast and eat vegetables. Their living conditions are more likely to be unsafe due to: lead poisoning, asthma, noise and sleep deprivation, vulnerability to violent relationships. They are more likely to experience mental health issues *and* lack access to mental health and medical care.

Homeless students were less likely to attend a school with a school-based health center, but when they did have access to one, they were more likely to use it.

ICPH has an interactive map, a school district data app, and a youth risk behavior survey interactive data tool on their website.

ICPH currently serves as a research organization and a data resource for policymakers and advocacy organizations. They are careful not to take partisan or policy positions, and are focused on providing objective data. They are looking to create educational resources for educators to learn to identify the effects of homelessness and direct students to appropriate resources.

Miriam Farrer, YEL and Health committee member

AIR NYC is based at Harlem Hospital. They're paid through Medicaid and Medicare reimbursements, and they're currently underutilized, so they need more people to use their services in order to sustain their work. There is no shortage of need: CD9 has a high rate of asthma.

Their community health workers serve as advocates for people with asthma: they make home visits, inspect for triggers, contact the city on a patient's behalf, help patients monitor their medication dosages. They are multilingual, so they can work with the large non-English speaking population in our neighborhood.

The committee is pushing for them to get involved in schools to help treat students with asthma. AIR NYC is open to it. There are a number of issues the YEL and Health committees will

explore, including the challenges of administering medical treatment to students in schools. We need to learn more about how a CBO comes to join a school community, and what if any funding the DOE (or other sources, like WHDC) can provide to facilitate the integration of AIR NYC into a school.

TCCS SLT November Meeting + Proposed Re-siting of TCCS

Nancy Streim, TCCS

PreK-6, 286 kids, 20 teachers. 76% students are children of color, 14% IEP, 46% FRPL, 55% economically disadvantaged. 43% live in CD9. 60% of teachers are of color.

Curriculum added a theater teacher this year, starting in 2nd grade. Music program expands with each grade. Library also includes a technology center, and school is focusing on STEAM. School has laptops and tablets throughout the school. Examples include coding and maker space, and digital music composition.

The school has two after-school programs: Roads to Success offers a fee-based program 5 days a week. TC offers a free clubs program: kids can sign up for two clubs a week; 166 of students are enrolled in clubs. Finding after-school programs for all students at manageable costs has been a challenge.

TCCS finally has a site for its lower grades, which has been a 3+ year process. Three possible locations fell through. The DOE originally only looked at DOE buildings or colocation, and finally agreed to lease a parochial school: St. Aloysius on 132nd. Next year, grades K-2 will go there (possibly to be joined by Pre-K and 3rd after renovations), while upper grades will remain.

SCA has signed a long-term lease (~20 year range). The landlord has to do some work, then the SCA will do the rest of the work to prepare some classrooms for September 2018, and the rest for September 2019. Renovations will include bathrooms and sinks in classrooms, a multipurpose room will serve as a gym and cafeteria. The school will have classroom libraries.

TCCS will stagger start times so families with children in each building can drop both off. The DOE will provide busing on the same terms as existing: half a mile or more away from school. Families have to petition for a bus route. The school will work with the DOE's transportation office to coordinate.

The lease is being entirely paid for by the DOE. TC and Columbia made contributions to the lease and renovations earlier on, but now their roughly ~\$1M annual contribution is going entirely to programming.

Applications for Middle School were due on December 1. The open house had 120 families attend.

KYER/CEE Project Update

We'll keep an eye out for funding opportunities – grants from foundations and corporations – with an aim to secure about \$10K for a full five sessions in SY18-19. The CEE's development efforts have been focused on their KYER app.

Anna, Hamilton Grange Library

Teen floor has been closed for a couple of weeks due to a lack of heat.

Update (12/15/17) from Alec Barrett:

I inquired and received the following information from NYPL regarding Hamilton Grange:

It is the third floor that is impacted, not the entire branch. There was a capital project that replaced the air handler that services that space, but they didn't include a a heat coil, so it only cools. The only heating on the floor is the perimeter system (radiators), which are under performing. We are exploring adding a heat coil, as it seems feasible. We are in the process of soliciting bids.

Apparently they were closing off the 3rd floor last winter too, though it was never brought to our attention.

Crystal Williams, Sofara International School

The school's application was not approved. They have a new consultant and is planning to submit in the February round. Staffing and operations have changed slightly. The goal is to speak with Regent Nan Eileen Mead.

In her personal capacity, Ms. Williams also operates a non-profit that provides outdoor adventure experiences to NYC kids, Kids Passport to Adventure.

Meeting adjourned at 8:15pm.