

COUNCIL OF THE CITY OF PHILADELPHIA
COMMITTEE ON EDUCATION

Room 400, City Hall
Philadelphia, Pennsylvania
Thursday, August 14, 2014
10:10 a.m.

PRESENT:

COUNCILWOMAN JANNIE BLACKWELL, CHAIR
COUNCIL PRESIDENT DARRELL L. CLARKE
COUNCILWOMAN CINDY BASS
COUNCILMAN W. WILSON GOODE, JR.
COUNCILMAN CURTIS JONES, JR.
COUNCILMAN DAVID OH
COUNCILWOMAN MARIA D. QUINONES-SANCHEZ
COUNCILMAN MARK SQUILLA

RESOLUTION 140613 - Resolution authorizing City Council's Committee on Education to hold hearings to examine the potential benefits of establishing a program, entitled "School-Based Family Services", through which the Philadelphia School District's schools would function as neighborhood-based community hubs for the delivery of key social services to children and their families.

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COUNCILWOMAN BLACKWELL: Good morning. Welcome to the City Council Committee on Education with regard to Resolution 140613.

We will ask the Clerk to read the title of the resolution.

THE CLERK: Authorizing City Council's Committee on Education to hold hearings to examine the potential benefits of establishing a program, entitled "School-Based Family Services", through which the Philadelphia School District's schools would function as neighborhood-based community hubs for the delivery of key social services to children and their families.

COUNCILWOMAN BLACKWELL: Thank you very much.

We note that others are on their way, including the President, but to my left is Councilwoman Maria Sanchez. To my right, Councilman W. Wilson Goode.

Again, let me -- and I always thank God for the privilege of being here

1 8/14/14 - EDUCATION - RES. 140613
2 and bringing us all here together to
3 discuss the issue of School-Based Family
4 Service Centers, SBFSC acronym, a
5 proposal that has been developed and
6 we've been happy to work on it by
7 President Darrell Clarke.

8 We propose establishing health
9 and service centers in schools or on
10 school grounds that will serve as intake
11 points, which will provide comprehensive
12 services to children and their families,
13 such as primary and secondary healthcare,
14 counseling, employment training, and GED
15 preparation, just to name a few aspects
16 of this resolution.

17 We propose establishing a
18 cabinet to administer this effort that
19 will include City Council and state
20 officials, the Department of Human
21 Services, Department of Health,
22 Philadelphia Housing Authority, the
23 Office of Supportive Housing, the School
24 District, Mayor's Office, Police
25 Department, Family Court, and

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2 post-secondary institutions and
3 healthcare facilities. So that pretty
4 much includes everyone who is involved,
5 and certainly we welcome everyone and
6 anyone who would like to be involved in
7 this cabinet level or this new agency to
8 deal with these services.

9 So far, as we know, studies and
10 experts show that children who grow up
11 and go to school hungry, tired, scared or
12 in poor health just aren't going to learn
13 very well regardless of the core
14 coursework or the quality of teachers,
15 but the best wraparound programs are
16 those that involve families and entire
17 communities in looking out for the
18 complete health and well-being of
19 students and their families. We look
20 forward to an informative hearing and
21 thank you all for being here. This is
22 certainly an exciting day and an exciting
23 endeavor.

24 We will ask Majority Leader
25 Curtis Jones to join us here, and

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2 certainly that will provide us with a
3 quorum, although it is not absolutely
4 needed, but we're grateful to have you
5 and to establish a quorum anyway.

6 We're going to now go to our
7 panels. And anyone here who is not
8 listed, if you would step to my left, Ben
9 Brock will sign you up so that you can
10 testify if you're not listed.

11 We're going to start with Panel
12 2, and that is Jerry Jordan, President of
13 PFT, Philadelphia Federation of Teachers.
14 After that, we'll have Karyn Lynch, Chief
15 of Student Services for the School
16 District; Kelley Hodge, Esquire, Safe
17 Schools Advocate, Pennsylvania Commission
18 on Crime and Delinquency; and David
19 Hardy, CEO, Boys' Latin of Philadelphia.
20 So that is where we will start with Panel
21 2.

22 (Witness approached witness
23 table.)

24 COUNCILWOMAN BLACKWELL: Thank
25 you so much, and good morning.

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2 MR. JORDAN: Good morning.

3 COUNCILWOMAN BLACKWELL: Good
4 morning.

5 MR. JORDAN: I'm Jerry Jordan,
6 President of the Philadelphia Federation
7 of Teachers.

8 COUNCILWOMAN BLACKWELL: Excuse
9 me one moment, Jerry, Mr. Jordan.

10 Would anyone else here like to
11 make a statement?

12 (No response.)

13 COUNCILWOMAN BLACKWELL: Thank
14 you. All right. Thank you.

15 MR. JORDAN: On behalf of the
16 Philadelphia Federation of Teachers, I
17 want to thank Council President Clarke
18 and Councilwoman Blackwell for
19 introducing Resolution 140613, calling
20 for a School-Based Family Services
21 program. I also greatly appreciate the
22 co-sponsorship of this resolution from
23 Councilmembers O'Brien, Johnson, Oh,
24 Kenney, Greenlee, Tasco, Squilla, Bass,
25 and Goode.

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2 For years, the PFT and our
3 national union, the American Federation
4 of Teachers, have been at the forefront
5 of advocating for the creation of
6 community schools in urban school
7 districts. The main goal of these
8 schools is to address poverty-created
9 obstacles to student achievement such as
10 under and malnutrition, substandard
11 housing, the effects of crime and family
12 instability.

13 Community schools co-locate
14 wraparound services such as mental
15 health, career counseling for parents,
16 after-school programs, nutrition classes,
17 and family engagement workshops and other
18 things in neighborhood schools.

19 These co-locations enable us to
20 take a comprehensive approach to
21 addressing the challenges faced by school
22 children by providing services and
23 assistance to their families and
24 neighbors. This model supplements the
25 services provided by school counselors,

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2 nurses, and instructional support
3 personnel and ultimately turns
4 neighborhood schools into true community
5 hubs.

6 Community schools have been
7 successfully implemented in cities like
8 Cincinnati, New York, and St. Paul.

9 In Cincinnati, this model has
10 been successfully integrated into the
11 public school system. Students in
12 community schools have demonstrated
13 academic improvement and improved
14 graduation rates. These schools also are
15 providing themselves to be a stabilizing
16 presence in economically distressed
17 neighborhoods.

18 There is a growing recognition
19 that there are factors, particularly
20 poverty, that have marked impacts on
21 student achievement. A quality public
22 education is critical to ensuring a
23 positive, productive future for our
24 children and to improving our city's
25 economic outlook. The PFT's core mission

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2 is to provide classroom environments that
3 are healthy and productive for children
4 and teachers.

5 At the same time, it is crucial
6 to develop strategies and programs that
7 not only acknowledge the effects of
8 poverty on student learning, but actively
9 work to mitigate the impact poverty has
10 on children by supporting our students
11 and communities.

12 Though the PFT has been a
13 leading voice in the call for more
14 investment in public education, we also
15 know that our vision for Philadelphia's
16 public schools must not be limited to
17 debates over funding streams like the
18 cigarette tax. We need broader, more
19 in-depth discussions on innovative
20 approaches like today's resolution.
21 These are the conversations that will
22 help us move our schools and communities
23 forward.

24 The implementation of
25 School-Based Family Services would be a

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2 huge and important step in the
3 establishment of the community schools
4 model in Philadelphia. This resolution
5 shows also innovative thinking about how
6 we can better make use of what many call
7 underutilized school buildings. Rather
8 than simply selling them off or giving
9 them away to charter school companies,
10 there is a genuine opportunity to partner
11 with community groups, clergy, and the
12 business community to transform public
13 schools and revitalize Philadelphia's
14 neighborhoods.

15 We do caution, however, that
16 community schools should not be seen as a
17 cost-savings measure or a way around
18 providing services like counselors,
19 nurses, certified school librarians and
20 other services for school children. Only
21 when community services are implemented
22 in conjunction with existing school
23 services does the community school model
24 fulfill its promise to create
25 comprehensive, sustainable learning hubs.

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2 Council can count on the
3 support of the PFT to turn this
4 resolution into a reality for our city.
5 Our educators have firsthand knowledge of
6 the challenges facing our students and
7 their families. Every school population
8 is different, and our city's educators
9 are in the best position to know the
10 specific types of services their students
11 and families require.

12 I hope that you will continue
13 to reach out to the PFT and its members.
14 We want to be a full partner in helping
15 to shape the vision laid out in this
16 resolution.

17 We once again thank you,
18 Councilwoman Blackwell, Council President
19 Clarke and co-sponsors of this resolution
20 for promoting a progressive and
21 innovative vision for our schools. We
22 cannot afford more years of begging and
23 pleading for minimal resources. It is
24 time that we as a city, state, and nation
25 reclaim our public schools and demand

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2 that our children are cared for as they
3 should be.

4 Thank you again for giving me
5 this opportunity to testify on this
6 important resolution and for your
7 continued commitment to doing what's
8 right for our children and our
9 communities.

10 Thank you.

11 COUNCILWOMAN BLACKWELL: Thank
12 you very much, Mr. Jordan.

13 Let me also note that
14 Councilman Oh is here. He's on the
15 Committee as well. And we thank
16 Councilwoman Cindy Bass for being present
17 as well.

18 Let me note that this is an
19 especially trying time as we're all -- I
20 was just interviewed about what Dr. Hite
21 will say tomorrow, and as I said then,
22 only God knows, but we hope that we can
23 have our schools start on time and that
24 we can work out these issues.

25 So we can't have a hearing this

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2 close to a deadline without making note
3 of how many people have met, how many --
4 as you know, the Senate Appropriations
5 Committee met here last week. I had a
6 meeting with all my elected officials --
7 and after this panel, we will call on the
8 Honorable Ronald G. Waters who is here --
9 and we had a great talk about trying to
10 force the issue.

11 So I don't know anyone who
12 doesn't feel like we do. Well, I guess
13 maybe I do, when we go to the state with
14 the Governor's Office, but the rest of us
15 have been on one side of this issue.

16 So, again, we wanted to
17 acknowledge that and thank everybody for
18 being here to discuss this important
19 issue of school-based services.

20 Ms. Lynch. Thank you.

21 (Witness approached witness
22 table.)

23 MS. LYNCH: Good morning,
24 Councilwoman Blackwell, members of the
25 Education Committee and members of the

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2 City Council. My name is Karyn Lynch and
3 I am the Chief of Student Support
4 Services for the School District of
5 Philadelphia, and I bring you greetings
6 this morning from our Superintendent,
7 Dr. William Hite, and he asked me to
8 extend to you his thanks and his
9 appreciation for your support through
10 these very challenging, delicate times
11 that we as a city are experiencing.

12 COUNCILWOMAN BLACKWELL: Did he
13 give you a hint as to what he'll say
14 tomorrow? Couldn't resist that.

15 MS. LYNCH: So I'll just move
16 right along.

17 COUNCILWOMAN BLACKWELL: Yes.
18 Yes.

19 MS. LYNCH: So thank you for
20 the opportunity to testify on Resolution
21 140613 concerning School-Based Family
22 Services. My testimony today, I am
23 certain, will echo the testimony of my
24 colleagues from the various health and
25 human services agencies and non-profit

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2 organizations as they share with you
3 their extensive engagement and
4 collaborative experiences working with
5 the School District to support students
6 and families with community-oriented,
7 child-centered approaches.

8 During the past two years, our
9 relationship with these organizations,
10 under Dr. Hite's direction and
11 leadership, has actually grown in the
12 level and variety of school-based
13 services, in-kind funding levels, as well
14 as the level of trust and mutual respect
15 that we find is essential to be strong
16 and supportive, collaborative to thrive.

17 In large part, the goals,
18 duties, and responsibilities identified
19 in this resolution are the very same
20 assigned to me two years ago when Dr.
21 Hite directed me and others on his team
22 to help identify and collaborate with the
23 health and human services providers
24 across our city and establish linkages to
25 help support and sustain students in

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2 schools across our city. My role in the
3 District is to be collaborative and
4 strategically identify the supports that
5 students need and to work to involve such
6 agencies where needed.

7 In a little less than two
8 years, we can share that we have achieved
9 much of what is outlined in this
10 resolution. The Department of Behavioral
11 Health and CBH, more than ever before,
12 are providing behavioral health services,
13 drug and alcohol, and mental health
14 services as part of the Student
15 Assistance Program, and Mental Health
16 First Aid training for all of our staff,
17 and much, much has been done just a
18 few -- these are just a few of the
19 opportunities that have come from one
20 agency alone, and there are
21 representatives here today from that
22 agency who are going to talk in more
23 detail about their engagement with the
24 School District and the help and the
25 supports that they're offering for

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2 students as well as families.

3 The Department of Human
4 Services has located their Education
5 Center staff within the School District
6 in order to better coordinate the social
7 workers that have been placed in and
8 across -- in schools across our city.

9 This year, for the very first time, two
10 DHS community umbrella agencies, or CUAs,
11 will be co-located in schools and provide
12 community-based resources for students,
13 families, and people across the community
14 who need that service and need the help.

15 Today I share only a few of the
16 collaborative school-based services that
17 exist to assist students and families
18 within the School District and across the
19 City. More exist, and more collaboration
20 is planned. The success is the result of
21 careful planning, needs identification
22 and data review, and, most of all,
23 building trust and respect among
24 organizations to ensure a willingness to
25 work together even after the original

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2 negotiators of projects and plans are no
3 longer at the table. The mutual respect
4 and trust that exists currently among
5 collaborating agencies cannot be directed
6 or required. This trust and respect is
7 very likely the reason we have
8 experienced such success in two short
9 years.

10 We respectfully would encourage
11 the City Council to support the School
12 District's current efforts to collaborate
13 with organizations to provide
14 school-based family services and not
15 create a new entity to do the very same.

16 I remain available to answer
17 questions and respond to any concerns.
18 Again, I thank you for this opportunity.
19 We certainly appreciate it, and I look
20 forward to continuing to do the job that
21 I was brought here to do.

22 Thank you.

23 COUNCILWOMAN BLACKWELL: Thank
24 you very much.

25 Let me note that our President,

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2 Darrell Clarke, is here, and certainly we
3 thank him, because this was his concept
4 and his idea and we are all happy to
5 support it.

6 Thank you, Mr. President.

7 MS. LYNCH: Thank you so much.

8 COUNCILWOMAN BLACKWELL:

9 Certainly.

10 Questions? Majority Leader.

11 COUNCILMAN JONES: Thank you,
12 Madam Chair, and thank you for having
13 this hearing. I think it's very timely
14 in respect that we're working with fewer
15 resources, but the problem levels still
16 remain the same. And I want to thank my
17 colleague Sanchez who has been hitting me
18 over the head since '08 about these
19 issues and say thank you for finally
20 getting me to focus.

21 I've had an opportunity to
22 travel through most of the 30 schools in
23 the 4th Councilmanic District, and I've
24 seen some bright spots where I got really
25 excited about the prospect of education

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2 in Philadelphia and then I've seen some
3 troubling areas where I'm afraid and know
4 that these kinds of approaches we need to
5 think outside of the box. I hate saying
6 that.

7 But last year under your budget
8 process with education, I remember
9 someone coming up, and the best quote
10 that I heard about education was that a
11 child goes to school with two bookbags,
12 one full of the books of the subjects
13 that they're learning, the other filled
14 with the troubles that they carry from
15 their home and their community.

16 We also took note of the fact
17 that DHS is playing a greater role in
18 some of the schools. My question becomes
19 are we mapping -- because I know there's
20 silos sometimes with human services and
21 the justice system even.

22 Are we mapping where things are
23 happening so that we can adequately apply
24 resources to address some of the
25 problems?

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2 I took a tour of Wadsworth, I
3 think it is, one of the CUA organizations
4 that are active in the 4th Councilman
5 District, and saw some of the needs of
6 some of the students that they service.

7 So the question becomes, are we
8 taking into count what law enforcement is
9 saying and what DHS is saying and what
10 educators within the school system are
11 saying to say we're going to give a
12 holistic approach to this child and their
13 family to try to deal with that second
14 bookbag?

15 MS. LYNCH: Thank you for the
16 question. I would respond immediately by
17 saying we're absolutely mapping, and I
18 think what's most important is, we're
19 looking at the educational needs that
20 students have based on the schools where
21 they are and on what the needs are for
22 their particular community and their
23 interests and the success of the school
24 and the educational attainment of the
25 children that are attending the school.

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2 That's education. Education is sitting
3 down at the table with Health and Human
4 Services. So I can share with you that
5 when I look into my offices, I see more
6 DHS staff working with my immediate staff
7 than I do representatives from the School
8 District, and you're going to hear from
9 them today. They're going to share with
10 you just how intertwined we are with the
11 sharing of information, looking at
12 schools collectively together to see what
13 the needs of children are.

14 In addition, Behavioral Health
15 is at the table. So we're looking at
16 trauma-informed care. We're looking at
17 the behavioral needs of children. We're
18 looking at the trauma they're
19 experiencing every day.

20 You're also going to hear from
21 the Police Department. They're actively
22 involved in the partnership as well.
23 They're in many of our schools. Not just
24 for security, but you're going to hear
25 about the diversion program that they've

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2 implemented. You're going to hear about
3 the ways in which they have become
4 involved with our principals and with our
5 school leaders.

6 And so the coordination that is
7 taking place and the entities that are
8 coming to the table, both City agencies
9 and non-profit agencies, is far more
10 extensive perhaps than many will know,
11 and this hearing is an excellent
12 opportunity for you to learn more about
13 how intricately involved we are. We're
14 at a point now where we sit down and
15 start a sentence here and another member
16 from another agency is ending that
17 sentence. So it's really looking at the
18 needs of children. It's involving Drexel
19 and their Hurt Children effort. It's
20 involving training our teachers and our
21 school-based staff and those individuals
22 who are interacting with children on a
23 daily basis to recognize how trauma
24 impacts a child and a child's ability to
25 learn, how nutrition and adequate diet

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2 impacts.

3 We're involved with several
4 nutrition programs, Healthy Alliance, the
5 Department of Health, all involved in
6 looking at the nutrition needs. I mean,
7 I could go on and on.

8 I would echo Mr. Jordan's
9 comments when he talked about how the
10 provision of these services and the
11 collaboration does not in any way replace
12 having nurses and school counselors in
13 our schools. That's a very different
14 type of service that cannot be replaced
15 in this way through community based. But
16 I want to answer your question in short
17 by saying absolutely.

18 COUNCILMAN JONES: One of the
19 reasons I asked this question is,
20 President Clarke has forced us as a body
21 to start being more data driven. He's
22 got this report where we're factual and
23 applying budget resources now. And so if
24 there are instances of trauma, instances
25 of violence and we can map that out, then

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2 we make better decisions as budget-makers
3 as to where to put an extra health center
4 or where to put dollars in that can be
5 used as intervention.

6 So those mappings, if you could
7 provide it to the Chair, will give us
8 better insight as to where we're being
9 effective and where we need to turn it up
10 a notch by way of resources.

11 Thank you.

12 MS. LYNCH: Thank you.

13 COUNCILWOMAN BLACKWELL: Thank
14 you very much. Now we want to call on
15 our President, who has just submitted a
16 report for us to review.

17 President Clarke. Councilman
18 Goode first.

19 COUNCILMAN GOODE: Thank you.

20 COUNCILWOMAN BLACKWELL: Thank
21 you.

22 COUNCILMAN GOODE: Good
23 morning.

24 MS. LYNCH: Good morning.

25 COUNCILMAN GOODE: In your

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2 testimony you say, "In a little less than
3 two years, I can share that we have
4 achieved much of what is outlined in this
5 resolution." You go on to talk about
6 some of the collaborations, and then you
7 say, "We respectfully would encourage
8 City Council to support the School
9 District's current efforts to collaborate
10 with organizations to provide
11 school-based family services and not
12 create a new entity to do the very same,"
13 and you talked about the mapping that
14 exists in response to Councilman Jones'
15 question.

16 My specific question is, if
17 this is going on already, the
18 collaborations do exist, are you actually
19 tracking the impact of that in terms of
20 student achievement? Does this actually
21 impact academic achievement, and can we
22 prove that?

23 MS. LYNCH: Your question is
24 have we been able to track student
25 achievement based on the collaborations

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2 and the efforts that we've had to date?

3 I can tell you that the evaluation team
4 in the School District is in fact looking
5 at and tracking the data based on. We
6 could give preliminary information, but I
7 think that it would probably be too soon
8 to see whether or not there has been an
9 increase in academic performance based on
10 the services that are co-located.

11 COUNCILMAN GOODE: Are we in
12 fact tracking it?

13 MS. LYNCH: We are tracking.

14 COUNCILMAN GOODE: Thank you.

15 MS. LYNCH: So we're looking
16 not just at reading and math, but we also
17 would be looking at attendance,
18 particularly since this fall we're going
19 to start placing within schools case
20 managers to help with attendance and
21 truancy. We're looking at nutritional
22 levels and is it BMI scores. So we're
23 looking at as well --

24 COUNCILMAN GOODE: I'm actually
25 more concerned with academic achievement

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2 and whether these collaborations actually
3 impact that. And so whatever information
4 you have, could you forward that data to
5 the Chair.

6 MS. LYNCH: All right.

7 COUNCILMAN GOODE: Thank you.

8 COUNCILWOMAN BLACKWELL: Thank
9 you very much.

10 President Clarke.

11 COUNCIL PRESIDENT CLARKE:
12 Thank you, Madam Chair. Madam Chair, I
13 just want to apologize for being a little
14 tardy. I was at this event, the DNC
15 event, and we're hosting the DNC
16 Selection Committee. So we are very
17 interested in having that, so I was
18 running a little late. I had to
19 participate in that process.

20 Good morning.

21 MS. LYNCH: Good morning.

22 COUNCIL PRESIDENT CLARKE:
23 First, let me say thank you for
24 participating today. One of the things
25 that I would hope that you don't take out

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2 of this particular hearing and the report
3 that we put together, that you wouldn't
4 have a defensive posture. It's not a
5 suggestion that the School District is
6 not doing things and attempting to do
7 things in the school, but there is a
8 suggestion that the fact that most of us
9 and I'm sure a lot of other people don't
10 know about some of the things that you've
11 been doing tells you that you need to do
12 some things differently. At a minimum,
13 make people aware that you are doing what
14 you indicated that you've said today.
15 But the reality is, from my
16 perspective -- and I don't know about
17 other individuals -- that as a result of
18 the School District crisis, all of us
19 have visited schools and we have heard
20 stories about things that were not
21 happening in those schools, particularly
22 as it relates to the children outside of
23 the educational process.

24 When I go to a school -- and I
25 don't want to give the name, because

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2 somebody might chastise the principal for
3 giving up the information, but a school
4 in North Philadelphia, when the simple
5 reality is is that they had these little
6 medical kits in the corner because they
7 didn't have a school nurse, and she had
8 to actually teach -- and it's probably
9 something that's not appropriate, but she
10 had to teach the teachers how to apply
11 bandages and how to apply some other
12 types of medical services because there
13 was just no resources available. There
14 was no nurse.

15 I talked to another principal
16 about the fact that they had a
17 significant number of the students in
18 that school actually were children whose
19 parents were in the shelter system, whose
20 parents actually had drug and alcohol
21 challenges, and some of the parents
22 actually live in some of the public
23 housing developments, and those children
24 brought with them a lot of significant
25 social challenges because of the family

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2 structure, and there was no support
3 system in proximity to the school where
4 the principal had to actually go to the
5 parent's house, make the parent take that
6 child to the DHS worker, because it was
7 not in proximity to the school. And I
8 hear you saying that there are DHS
9 workers throughout the school system. I
10 mean, I've been hearing different things.
11 I mean, it's not like we don't have other
12 things to do, but when we hear these
13 issues with respect to schools directly
14 from the people who actually provide that
15 service, that there are challenges in a
16 number of these schools, we're going to
17 respond. I mean, City Council is a body
18 that has shown over the last several
19 years if there's an issue, we're going to
20 come up with some recommendations. We're
21 going to go and find out what the facts
22 are, and we will put a document together
23 that reflects some of the things that we
24 think need to be done.

25 Now, if you're sitting here

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2 today telling me that you're already
3 doing everything, "thank you very much,
4 City Council, we already got that," then
5 I need to see that reflected in some
6 documents or some statistics, because
7 what I'm seeing is, all due respect, just
8 the opposite.

9 Strawberry Mansion School,
10 we'll have an individual here testifying
11 later, Strawberry Mansion and L.P. Hill
12 were proposed to close, and fortunately a
13 lot of people in the Strawberry Mansion
14 community and alumni that came said, No,
15 you're not closing Strawberry Mansion.
16 We were able to save Strawberry Mansion,
17 but there was no game plan for L.P. Hill.
18 And now as a result of external
19 intervention, that school is going to be
20 fully fitted with social services that
21 will be able to be supportive of the
22 residents in Strawberry Mansion. You're
23 looking at me like you don't even know
24 anything about it. So, I mean, that's a
25 disconnect.

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2 If we are in a position to
3 actually have an entire school come
4 online with support services for the
5 children in that community, in that
6 school, and the residents in that
7 neighborhood, there's a disconnect here.

8 So I'm saying whatever you're
9 doing, it's not reaching a lot of people.
10 So that's why we're doing what we're
11 doing. And if in fact you're doing what
12 you say you're doing and all you need is
13 just a little bit of support, we'd like
14 to see some data or some statistics or
15 some information that support that. And
16 we'll do whatever we need to do, but the
17 simple reality is is that these young
18 people, they come into school and people
19 may not understand why they can't learn,
20 but the simple reality is is that there
21 are so many challenges outside of that
22 school building that puts that child in a
23 situation where it's just not conducive
24 to them learning. So that's the thing
25 that we're trying to attempt -- that's

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2 what we're attempting to talk about
3 today.

4 MS. LYNCH: I think it's a
5 great opportunity to be able to talk
6 about these things, because as you point
7 out, it's a great opportunity to be able
8 to share all the extensive work that's
9 taking place.

10 The expression on my face was
11 not that I did not know what is happening
12 at L.P. Hill. It was that we have been
13 actively involved with that process. The
14 Commissioner, former Commissioner of DHS,
15 and I have met at that location. We've
16 talked with the principal. We've
17 identified services. There are other
18 services to go there. I mean, in order
19 for any entity to go into that building,
20 the School District would have to be
21 actively involved, and we are actively
22 involved in co-locating --

23 COUNCIL PRESIDENT CLARKE: I'm
24 sorry. Let me correct myself. I didn't
25 mean to imply that you all were not

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2 involved, because I'm aware, but I'm
3 saying the decision to move forward on
4 that process was based on external
5 services, and you'll hear that
6 conversation later on. At least that's
7 my interpretation.

8 MS. LYNCH: So the community
9 umbrella agency, the CUA, that is going
10 into that location is contracted with DHS
11 to go into that location, and so it was
12 DHS that determined that and approached
13 and said it's the community organizing
14 position is at DHS. The location, the
15 retrofitting, the -- all of that is the
16 School District.

17 So, I mean, where the ideas
18 came from, where they initiated, the
19 services are there as a result of active
20 involvement from a lot of agencies who
21 have -- I mean, the Police Athletic
22 League is going to be there. So there
23 are a lot of efforts that are going into
24 that location that have involved the
25 community in helping to identify the

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2 types of efforts that they'd like to see
3 there, but I don't know that I would say
4 that it was internal versus external. I
5 would say that it's a collaboration
6 that's time has come and it's one of the
7 highlights that I highlighted in my
8 comments. So we are actively engaged in
9 that process and actively involved. It's
10 not just happening at Strawberry Mansion.
11 It's also happening at South Philadelphia
12 High where we have had an opportunity to
13 have yet another DHS's community umbrella
14 agencies co-locate at that location too.
15 And so --

16 COUNCIL PRESIDENT CLARKE: Can
17 I ask you a question?

18 MS. LYNCH: Surely.

19 COUNCIL PRESIDENT CLARKE: How
20 many schools do you currently have, are
21 open in the School District's inventory?

22 MS. LYNCH: How many schools do
23 we hope that --

24 COUNCIL PRESIDENT CLARKE:
25 Currently open. Because I know we closed

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2 a number of schools. How many schools
3 across the School District?

4 MS. LYNCH: The School District
5 has 217 schools.

6 COUNCIL PRESIDENT CLARKE: How
7 many schools have we put in play the
8 activities that you're referencing?

9 MS. LYNCH: The community-based
10 schools that we're talking about?

11 COUNCIL PRESIDENT CLARKE:
12 Correct.

13 MS. LYNCH: They're going into
14 two locations right now.

15 COUNCIL PRESIDENT CLARKE:
16 Okay. And I kind of knew the answer. So
17 my point is is that we are on the same
18 page in terms of what needs to be done in
19 these schools, and the purpose of this
20 conversation is if we're going to do it
21 in two schools and it's working, then we
22 need to do it in every school, because
23 unfortunately too often we approach these
24 things -- and I'm not criticizing the
25 School District. It's just clearly

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2 because of the lack of resources -- is we
3 have this group called the School
4 District Partnership, right, and they
5 come in and they infuse some cash in a
6 particular school, and decent things
7 happen as a result of that, and they have
8 whatever agenda they have, but the simple
9 reality is that there are probably ten
10 schools in proximity to that one school
11 that don't have the resources to
12 implement a program because of the
13 additional resources.

14 Penn Alexander, as an example,
15 because of the work that Drexel and the
16 engagement is in a position to have a
17 much better operating school because of
18 the additional resources.

19 So City Council's approach,
20 because we're responsible for the entire
21 city, can't simply pick and choose a
22 particular school and say as a pilot
23 program. The way we approach things
24 here, if it works here, then we need to
25 figure out a way to do it system-wide.

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2 So that's the purpose of this
3 conversation, and to lay out a game plan,
4 obviously working with the School
5 District, to provide the necessary
6 resources and the consolidation of
7 services so it should happen across the
8 City of Philadelphia so everybody has
9 that opportunity, because in one of our
10 earlier documents, we talk about every
11 neighborhood should be a neighborhood of
12 choice, and real high up on that list is
13 having a good quality school.

14 So that's what we're attempting
15 to achieve today, not criticizing the
16 School District for its instability to do
17 some things in certain schools. We're
18 here to help.

19 MS. LYNCH: We appreciate the
20 help, and in no way do we think that is a
21 criticism. And I would share that I'm
22 not leading this effort as much as I am
23 working with others to help make this
24 happen. And so the School District looks
25 forward to working with the City Council

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2 and any other entity that is reputable
3 and interested in working collaboratively
4 with us.

5 We do prioritize where services
6 are going to go. We don't treat each and
7 every school exactly the same, and just
8 like you, we recognize that there's a lot
9 that's needed and there's a lot that our
10 students need. For example, we have 178
11 nurses, but yet we're providing services
12 for nurses in over 320 school locations.
13 And so it is a challenge, and one of the
14 things that I would stress is even with
15 school-based resources, we're not going
16 to resolve the issues of having a school
17 nurse in the location or having
18 counselors in the location.

19 COUNCIL PRESIDENT CLARKE:

20 Right. Right. I don't want to
21 monopolize the conversation because I am
22 on the panel. With respect to -- since
23 you referenced the number of nurses
24 versus the number of schools, one of
25 the -- and I don't know if you've seen

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2 our document. We got it out kind of
3 late. We talked about having clinics in
4 schools or in proximity to schools. And
5 guess what? It's not even my idea. I
6 have to give credit that Tom Knox had
7 actually referenced that a year or so
8 ago, of putting clinics -- people kind of
9 looked at him, because it's Tom Knox,
10 he's just running for Mayor or whatever
11 or Governor or whatever he was running
12 for at the time. But you know what?
13 That actually kind of makes some sense.
14 And that clinic would not only provide an
15 opportunity for the students in the
16 schools, it could be available to the
17 entire community. That's why we talk
18 about family-based centers, this notion
19 of having a place where people can
20 actually come in and get municipal
21 services.

22 Right now I think we're down to
23 two City Halls, miniature City Halls,
24 three, four, and two of them are
25 teetering and going to close any minute.

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2 Why should everybody have to come down to
3 the Municipal Services Building and City
4 Hall to get the appropriate services for
5 city or state services?

6 There's a school in every
7 neighborhood in the City of Philadelphia.
8 So why don't we take every school in the
9 City of Philadelphia and figure out a way
10 to have the appropriate services, not
11 just for the children but actually for
12 the family, because guess what? If
13 people get more engaged with their
14 school, they're going to care more about
15 that school and I think that it will
16 ultimately improve the educational
17 opportunity for that young person,
18 because you have the community involved
19 in the school, you have people come in
20 the school other than when there's a
21 problem with their particular child.

22 So that's the process that
23 we're looking at and trying to achieve a
24 goal where we have family centers,
25 School-Based Family Centers, across the

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2 City of Philadelphia, not just for that
3 child but because of that child, but also
4 for the community surrounding that
5 school, so we can just deliver the best
6 quality of services that we can across
7 the board.

8 MS. LYNCH: So I'm absolutely
9 thrilled that you mention the model that
10 you referenced as Tom Knox's model. You
11 know, I don't want to say that he got it
12 from Education Plus, but that's a
13 non-profit in the community that has in
14 fact implemented that model in several
15 schools in the Philadelphia area, and
16 it's a model that's probably about
17 \$80,000. You're right, it provides a
18 nurse practitioner who can write scripts,
19 who can do actual examinations. And to
20 have that model in our schools would
21 probably cost a lot less than the school
22 nurse that's probably about 127,000.

23 So you're right. A lot of this
24 is dollars and cents, and it is an
25 opportunity that should be considered,

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2 and I'm just so glad that you raised that
3 as a possibility for moving forward.

4 COUNCIL PRESIDENT CLARKE: I
5 actually had some conversation with the
6 PFT about some of these consolidated
7 services, because, as we know, any time
8 we talk about changing the workforce or
9 adopting/consolidating the workforce,
10 there always has to be a collaborative
11 effort. And we will continue to have
12 those conversations, but I just think
13 that -- again, we had this document. In
14 the City of Miami, they've actually
15 adopted this model of School-Based Family
16 Services and --

17 MS. LYNCH: Yes.

18 COUNCIL PRESIDENT CLARKE: --
19 we actually talked to the people that
20 implemented that program in Miami. One
21 of them is actually collaborating with
22 us.

23 So this is not just something
24 that we kind of cooked up in the middle
25 of the night in our office somewhere

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2 because we visited a school. We took
3 what we believe to be a thoughtful
4 approach, brought people who are
5 education specialists in to kind of put
6 this together, to be in support of the
7 School District, something that we want
8 to do beyond simply providing the
9 necessary funding, because I just
10 generally believe you can put cigarette
11 tax money in there and you can probably
12 put a little more money, but you're still
13 going to have challenges in the
14 overwhelming majority of these schools
15 because that child needs other support
16 services simply beyond the classroom.

17 So with that, Madam Chair, I'll
18 stop talking.

19 COUNCILWOMAN BLACKWELL: Thank
20 you very much.

21 We'll have Councilwoman Sanchez
22 and then Councilman Oh.

23 COUNCILWOMAN SANCHEZ: Thank
24 you.

25 I also want to thank everyone

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2 for pulling this together and Council
3 President for his initiative on this.

4 I think one of the things --
5 and I understand the cautionary note by
6 all of the systems about how do we move
7 forward, but I think some of the models
8 that have shown some level of success,
9 whether you're talking about Miami, I
10 think Mr. Jordan referenced St. Paul or
11 Cincinnati where Strive has been shown to
12 be one of the most effective ones when
13 you talk about this, the key to that is
14 stakeholders sitting at the table and
15 really sharing the resources as opposed
16 to the discussion around just
17 collaboration. We're really talking
18 about accountability.

19 And so while I agree with
20 Council President that we understand we
21 don't want people to be defensive, at the
22 same time I think ultimately the parents
23 need to know what resources are being
24 expended in their child in which way.

25 When we talk about the Office

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2 of Behavioral Health, a billion-dollar
3 budget, fee for services to that child,
4 we need to make sure that that child is
5 getting the services where he needs them.
6 And if he needs them at his school, then
7 that's where they should be. And I'm not
8 talking about just a TSS worker or
9 something. More comprehensive.

10 So I think this conversation is
11 timely. I think the reason in reading
12 the Council President's report that you
13 need high level discussion is because the
14 challenge has always been systems willing
15 to share information and truthful
16 information around the cost of services.
17 And so I think to the Council President's
18 point, I think we're talking more about
19 just more than collaboration, is how you
20 institutionalize this across the board so
21 that everyone receiving money to serve
22 that child is held accountable and,
23 therefore, the schools can do what the
24 schools are supposed to do versus what
25 they try to do, which is provide all

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2 these other services that they don't have
3 the capacity particularly right now to
4 do.

5 So I know you put a cautionary
6 note. My issue is are all of these real
7 stakeholders willing to come to the table
8 and be honest and transparent about their
9 investment in children and families.

10 MS. LYNCH: I would share with
11 you that as models evolve, they will
12 probably be different. If I were to look
13 at what's happening at Strawberry
14 Mansion, I would say that that's probably
15 going to be closer to the Strive model
16 than what will happen at and is happening
17 at, say, South Philadelphia.

18 I would also share with you
19 that the model that we don't want to see
20 is the model where services are located
21 in schools that are providing service to
22 the community, but yet they don't engage
23 at all with the students or the staff
24 that are within the building. And prior
25 to a good deal of this work, we have had

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2 that model within the School District.

3 I would also share with you
4 that, as you say, we want this to become
5 part of the fabric of the schools so that
6 regardless of who the administration
7 might be or who might be leading the
8 various organizations that are involved,
9 that the needs of children and the needs
10 of community are still addressed and that
11 the effort is ongoing.

12 I would share that the Strive
13 model, when replicated across the country
14 in various places, has not always been
15 successful when there is the requirement
16 that it must happen and must happen in
17 certain ways. It's not always -- you
18 can't always replicate it the way that it
19 was implemented in Ohio.

20 In Philadelphia, what we're
21 trying to do -- and, again, I will say
22 that while I'm sitting at this table
23 right now, there are lots of
24 organizations that are sitting behind me
25 that are very committed to the School

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2 District, and that, I believe, is because
3 there has been openness and a
4 receptiveness that exists right now.
5 There is a sharing of information.

6 One of the things that we sat
7 down and did when looking at where should
8 social workers be placed on this first
9 round when we only have 22, 25 social
10 workers, we looked at data to say where
11 across this District is there the
12 greatest need, the greatest numbers of
13 children that are touched by the child
14 welfare system and the DHS system. Let's
15 try and provide those services where they
16 are most needed on the first round.

17 So these are some of the things
18 that have taken place, if I understand
19 your question correctly. And what I
20 think is most important is what you think
21 is most important, that we implement this
22 in such a way that it doesn't go away
23 when we turn our backs.

24 COUNCILWOMAN SANCHEZ: So I
25 think to Councilman Jones' point, how do

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2 you map this and who takes the
3 responsibility of mapping what Behavioral
4 Health is doing, what DHS is doing, what
5 the School District is doing. And I
6 think what these hearings are about is
7 sort of like somebody has to take the
8 rein of that. Let's map out those
9 services so that we know what's currently
10 coming into the building are the services
11 that children are currently receiving.

12 I think one of the challenges
13 for us as a system is, we have to be
14 willing to say in every school it may be
15 different. It may have to look
16 different, you know. In the Latino area
17 because of language issues, it has to
18 look different and on parts of West
19 Philadelphia where you have different
20 language and cultural pieces to this, but
21 unless there is the willingness at that
22 high level to really share that, it's
23 really hard to have a conversation about
24 what are the institutional challenges
25 with it. No one knows. No one has all

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2 of that information. I think the CUAs
3 have helped DHS kind of map that out, but
4 there's still not one person that's
5 looking at Behavioral Health, DHS, and
6 the School District and looking at all of
7 that, and I think that's where the
8 Council President wants to get to so that
9 it's clearer for us about what the
10 institutional challenges are going to be.

11 Thank you.

12 COUNCILWOMAN BLACKWELL: Thank
13 you.

14 Councilman Oh.

15 COUNCILMAN OH: Thank you very
16 much, Madam Chair.

17 Good morning.

18 MS. LYNCH: Good morning.

19 COUNCILMAN OH: I have some
20 questions because what I understand is
21 that we have the School District of
22 Philadelphia and currently the School
23 District itself is addressing these
24 issues. That's your testimony today.
25 And that you are in touch with many of

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2 these organizations and you have been in
3 touch around this very issue. Is that
4 correct?

5 MS. LYNCH: When you say that
6 the School District is addressing these
7 issues, I think what I'm really trying to
8 say is a slight nuance, that the School
9 District is working with other entities
10 to address these issues.

11 COUNCILMAN OH: And it has so
12 in the past, is that what you also said?
13 Like this is not a new thing that the
14 School District is doing. It has had
15 different variations of working with
16 different organizations, bringing them
17 into the schools and having them not in
18 the schools. And so there's been some
19 different types of attempts at addressing
20 the needs of children in Philadelphia.
21 Is that what you testified to?

22 MS. LYNCH: I can share what I
23 have been involved with in the short time
24 that I have been here at the direction of
25 Dr. Hite. I can tell you that this is

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2 the effort that we have been engaged in.

3 I can -- I made reference to a model that

4 I see in at least two of our schools

5 where there is a non-profit operating

6 that's not engaged with the students

7 within the school. That non-profit is

8 engaged with the community. So I can't

9 tell you about what happened prior to my
10 coming.

11 COUNCILMAN OH: Okay. The

12 proposal that is the subject of today's

13 hearing, this proposal would have to be

14 voluntarily accepted by the School

15 District in order to be implemented,

16 unless there was some type of legislation

17 or something like that. Is that your

18 understanding?

19 MS. LYNCH: If you tell me that

20 that is the way that the resolution is

21 intended, then that would be what I'd

22 have to believe.

23 COUNCILMAN OH: Well, I don't

24 know about that. What I'm saying, it's a

25 resolution, but as far as I understand,

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2 the School District is a separate entity,
3 self-governing. Although you are here
4 before this body at this hearing, you're
5 here voluntarily. You don't work for the
6 Mayor. You don't work for City Council.
7 You work for the School District. And
8 despite what people see on television and
9 advocacy groups come here for three
10 months, we have very little to do with
11 how you operate or fund or spend or
12 anything. We don't actually even know
13 what the School District does in detail.

14 So what I was saying is that
15 the effort that the School District is
16 making currently to address this issue is
17 something that the School District
18 administration is handling. This is a
19 proposal that the School District, if
20 agreeing to this proposal, would
21 implement. If it didn't agree, to my
22 knowledge, we cannot force or make the
23 School District do this. Is that your
24 understanding or is it different?

25 MS. LYNCH: My understanding

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2 is, in fact, that there is separation and
3 that we are here today to share our
4 perspective about the resolution. My
5 understanding is that there is much that
6 is underway already and in the process of
7 implementation that the resolution
8 includes, and that my perspective and my
9 understanding is that it would be great
10 for us to work together to implement what
11 we are already doing.

12 COUNCILMAN OH: So if it is
13 great to work together, then what is
14 different about this plan, I believe --
15 and I'd like your comments on it -- is
16 that this formalizes through the
17 agreement of the School District, which
18 includes then the SRC, a formal process
19 whereby a cabinet is created which puts
20 into place agencies and entities that are
21 both within the City and outside the
22 City; for example, some state agencies
23 like the Department of Health, some City
24 agencies like the Department of Human
25 Services and the Mayor's Office on

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2 Supportive Housing, City Council, some
3 other entities like the Family Court,
4 colleges and universities, healthcare
5 facilities, another entity that is
6 somewhat removed from the City, the
7 Housing Authority, and also puts together
8 an advisory board of teachers, parents,
9 and in some cases students collectively
10 together to work on these issues and I
11 believe then bringing those resources in
12 and then having a level of transparency,
13 mission, and reporting, because one of
14 the things that's particular about our
15 school system which is quite different, I
16 think, than any other school system
17 almost in America is that we don't have
18 an elected school body. We don't have an
19 appointed school body as they are in
20 most. In other words, typically the
21 Mayor appoints the head of the school and
22 they're in the Mayor's cabinet, but in
23 this case, we have an independent
24 appointed body that is now governed by
25 the SRC, which is an aberration, and so

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2 it's difficult now to understand kind of
3 within that schematic how we're going to
4 effectively or more effectively address
5 healthy students and preventative health
6 and all these things within the context
7 of the financial issues that are divided
8 between Harrisburg, the City, the
9 taxpayers and the needs of the School
10 District, which are very substantial.

11 Do you think this is a better
12 model or do you think it is better to
13 keep it the way it is?

14 MS. LYNCH: I think that there
15 are other choices between keeping it the
16 way that it is and this particular model.
17 I would raise as an example, we were just
18 talking about Education Plus' model.
19 It's an \$80,000 model. The \$80,000 has
20 to come from somewhere. In implementing
21 that model, the dollars will have to come
22 from somewhere.

23 If the School District is asked
24 to prioritize or to determine its
25 priorities for where additional dollars

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2 should be spent, there is recognition
3 regarding the importance of the needs of
4 children, being the non-educational
5 needs, those supportive services needs,
6 that help keep children in school and
7 help sustain them each day and help them
8 to thrive. Right now those dollars are
9 not coming from the School District's
10 general fund. Not coming from it at all.
11 And so the challenge would be, just take
12 this particular model, where would the
13 \$80,000 just to implement it in one
14 single school come from?

15 The question, from my
16 perspective, is not is this a good model
17 or should we keep it the way that it is.
18 We should not keep it the way that it is,
19 and I think that I would be hard-pressed
20 to find someone that would say that we
21 should. What I'm saying is, as we work
22 with universities; for example, as we go
23 to Bryn Mawr and say we'd like to have a
24 field placement program of social workers
25 within our schools to augment that

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2 service and augment that need and address
3 the needs of students, they're
4 responsive. I'm saying to you that it's
5 extremely important to have a hearing
6 where we gather the information and we
7 find out what we're doing and what we're
8 not doing, what can we do more
9 effectively, what can -- what information
10 is available so that we can develop a
11 better model and develop a better process
12 and develop a better system. This is
13 part of finding out that information, and
14 so I appreciate the opportunity to share
15 the information that we have, to hear the
16 additional information that will be
17 shared throughout this hearing, and to be
18 able to see what possibilities there are.

19 I'm not reaching any conclusion
20 that this is the best model or even
21 sharing that. I'm saying much of what
22 this model proposes is in the works right
23 now, so please join that effort.

24 COUNCILMAN OH: Okay. I do
25 appreciate your answer. It's a

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2 thoughtful answer. I kind of understand
3 the realities. We'd like a nurse in
4 every school. Financially that's not
5 realistically the case right now, but it
6 doesn't mean it's good. It means it's
7 bad, but where will the money come from.

8 If this is a better model and
9 it reduces through the kind of
10 systemization of voluntary efforts of
11 more time, less duplication and other
12 things, it would seem that it would
13 provide more services faster at less cost
14 and more uniformly. One of the problems,
15 I think, that the School District is
16 dealing with is that we have very
17 different levels of schools throughout
18 the City. Some are charter, some are
19 public, some are public magnet, some are
20 public neighborhood, some neighborhoods
21 are rich, some neighborhoods are poor,
22 some are middle class. Different
23 education in those level schools all
24 throughout the City. Some schools can
25 get a great university to provide

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2 supplemental things. Some parents can
3 raise extra money, and then there's so
4 many that can't. And without a
5 formalized system, which you may be
6 working on right now, unfortunately those
7 next to a great university with lots of
8 extra money and grad students get a lot
9 and those removed get nothing, and that's
10 a really unfair, inequitable system. And
11 I appreciate your efforts, and I'm sure
12 this will go further.

13 Thank you.

14 MS. LYNCH: Thank you.

15 COUNCILWOMAN BLACKWELL: Thank
16 you very much. I regret that we're going
17 to break in. We have our speaker for
18 panel one, Honorable Ronald G. Waters
19 here, and we're going to ask him to come
20 forward. We know he has to leave.

21 COUNCIL PRESIDENT CLARKE:
22 Councilwoman, can I -- you're going to
23 bring her back?

24 COUNCILWOMAN BLACKWELL: Excuse
25 me, Mr. President.

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2 COUNCIL PRESIDENT CLARKE: No.

3 I understand, Rep.

4 I'm just going to ask her a
5 couple questions, if you can hang around,
6 please.

7 MS. LYNCH: I'll wait. Thank
8 you.

9 COUNCIL PRESIDENT CLARKE:
10 Thank you.

11 REPRESENTATIVE WATERS: Council
12 President, I'll wait for you.

13 COUNCILWOMAN BLACKWELL: Thank
14 you.

15 Mr. President, you're fine. He
16 said he's happy to wait.

17 COUNCIL PRESIDENT CLARKE:
18 Thank you, sir. It's that spirit of
19 collaboration that we have established.
20 It's a new day. The General Assembly
21 works with City Council. Good stuff.

22 Real quickly. You referenced
23 this particular model, the \$80,000
24 model -- I'll reference it as that -- and
25 you think that that's probably money well

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2 spent on solving a problem, and not a
3 whole lot of money. So if the City
4 Council of Philadelphia during its annual
5 authorization of School District taxes,
6 because that's all we pretty much get to
7 do, if we decide, well, you know what,
8 we're going to take 20 schools where we
9 think this may be applicable, this
10 particular program, and we're going to
11 take that out of the money that we
12 provide to you guys on an annual basis
13 because we think this is actually a
14 priority -- and I see you're getting
15 ready to frown. But the simple reality
16 is, I'm just saying, the simple reality
17 is is that we authorize taxes every year,
18 and you all get the money and you do what
19 you want to do with it, right? Right?
20 I'm just saying, you do whatever you want
21 to do with it. You don't ever come back
22 and tell us, Well, we did this and we
23 achieved that. You thank us for the
24 expenditures, but sometimes other people
25 have other ideas about where the

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2 priorities should be, and if you're
3 representing an \$80,000 program that
4 could go a long way towards providing
5 significant support for these young
6 people, something that we can probably
7 measure based on what you've seen, then
8 maybe we would like to be able to put
9 revenue in that particular category as
10 opposed to just turning the money over to
11 you guys and you do whatever you want to
12 do with it, which is what the School
13 District has done. And it's not you. I
14 mean, it's been like that forever. Or
15 maybe we can actually look at -- and I'll
16 get some of the advocacy groups a little
17 upset on this one -- is that the reality
18 is that we probably fund annually between
19 \$25 and \$30 million, that we fund groups
20 that provide support to these same school
21 children, but they just don't provide
22 that support in the actual school, but
23 it's the same children. The only reason
24 we know about that number is because in
25 all honesty, I got a little sick and

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2 tired of Chairman Green sitting here
3 several months ago telling us about the
4 kids, as if somehow the City of
5 Philadelphia didn't support programs that
6 supported those same kids, this whole
7 notion about how much money we got to put
8 in schools. The simple reality is, if we
9 give all of the money to the School
10 District, then we're going to have to
11 shortchange the other agencies that we
12 support, who actually provide support to
13 those same schools. So maybe we need to
14 look at some of that revenue that we
15 support other agencies outside of the
16 schools and do these type of programs,
17 because we all agree that there needs to
18 be some support systems in place other
19 than providing funding for the teacher
20 and the administrators and the
21 operational functions of the school and
22 have this money support these other
23 services. Maybe we need to look at some
24 of the same money that's currently
25 available and reprioritize that money and

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2 spend it in a different way.

3 What's your thought on that?

4 MS. LYNCH: Dr. Hite would
5 certainly not be pleased if I returned to
6 440 and delivered the message that I had
7 encouraged the City Council to redirect
8 any of the dollars that are coming to the
9 School District right now. But if there
10 were new dollars coming to the School
11 District for this initiative, then that
12 might be a different conversation that I
13 would have with him. And I think it's
14 also particularly important for me to
15 have the conversation with him that you
16 have discussed this already with
17 Mr. Jordan, because I think that that
18 would be probably significant to this
19 conversation as well.

20 COUNCIL PRESIDENT CLARKE:
21 Well, maybe Dr. Hite should have been
22 here so he could have answered that
23 question himself and wouldn't have rested
24 on you, because I would like to hear him.
25 And Dr. Hite, I support him, but the

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2 simple reality is is that we've had some
3 differences on some of the funding
4 initiatives and we may, based on what
5 you're telling me here, may have some
6 differences in terms of prioritizing how
7 you spend the money.

8 I agree with, speaking of
9 Representative, Representative Angel Cruz
10 on asking for an audit of the School
11 District, because there is some
12 significant concerns about how you all
13 spend your money. You don't nearly have
14 enough money. I will be the first one to
15 stand in line. But the money that you
16 have, the question is is it being spent
17 in the appropriate way to maximize
18 opportunities for young people.

19 So that's the conversation that
20 me personally, I'd like to have with Dr.
21 Hite, and we'll do that, but we just
22 can't keep doing it the same way. And
23 I'm happy that you have two out of 270
24 schools that you're applying this model,
25 but to suggest that somehow that's even

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2 remotely close to being sufficient, in
3 all due respect, is just not something
4 that I don't think any of us are
5 interested in hearing. And I don't think
6 you like the fact that you're that
7 limited in terms of your ability, but you
8 got to do something different. Just like
9 we have to do something different on the
10 funding model. We have to get a change
11 in the school funding formula on the
12 statewide issue or get charter school
13 reimbursement. Whatever model we use,
14 this issue outside of the classroom as it
15 relates to these young people, we have to
16 do something different, in all due
17 respect. I hear what you're saying about
18 what you're currently doing, but it is
19 clearly not getting it done. It may be
20 getting it done for the two schools that
21 you currently implement, but that's
22 just -- there's a sense of urgency out
23 here about our children. And I know you
24 share that same feeling. This whole
25 pilot program approach is just not

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2 something that we're interested in.

3 So I'd love to follow up with
4 you and Dr. Hite about what role we can
5 play as we collaborate on the very
6 important issue. It would be very
7 helpful.

8 MS. LYNCH: We appreciate that
9 opportunity as well. Again, just to
10 clarify, the community-based -- the
11 location of the community umbrella
12 agencies is happening in two schools.
13 There are far more schools across the
14 District where co-location of services is
15 taking place. It's not just in two
16 schools.

17 And with regard to the model
18 involving the nurse practitioner, that's
19 not a model that we're implementing right
20 now. It's definitely -- and I appreciate
21 you bringing it to our attention and
22 raising it in this conversation and
23 raising your support of that model,
24 because your support of that model is
25 definitely appreciated if it's going to

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2 be implemented.

3 And with regard to the
4 re-appropriation of specific dollars that
5 are currently within the School District
6 right now, the conversation would be
7 probably about where would those dollars
8 come from and from what source in order
9 to re-appropriate them to implement the
10 health model that we're talking about
11 that's roughly about \$80,000 if it's to
12 go into any particular school. But he'd
13 have to really think hard about from
14 where -- it would be like taking from
15 Peter in order to pay Paul, because all
16 of our dollars are appropriated in
17 certain ways.

18 And the last thing that I would
19 say is, I think that -- I'm not putting
20 words in his mouth when I say that the
21 Superintendent is more than willing to be
22 open and clear about how dollars are
23 spent within the School District and on
24 what and based on which priorities.

25 COUNCIL PRESIDENT CLARKE:

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2 Okay.

3 MS. LYNCH: All right.

4 COUNCIL PRESIDENT CLARKE:

5 Thank you.

6 MS. LYNCH: Thank you very

7 much.

8 COUNCIL PRESIDENT CLARKE:

9 Thank you, Madam Chair.

10 COUNCILWOMAN BLACKWELL: Thank
11 you.

12 Before I call on Councilman
13 Goode, let me say that we get so many
14 complaints from the community. They say
15 you ask us for more taxes and the product
16 becomes worse. They're furthermore
17 saying that because the schools are
18 majority minority, the system doesn't
19 care and that the children aren't
20 learning and that we get a worse product
21 and it costs more money. That's the
22 bottom line, which is what everyone here
23 has been saying. So we hear it in the
24 streets and everywhere we go.

25 Councilman Goode.

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2 COUNCILMAN GOODE: Thank you,
3 Madam Chair.

4 Real quickly for the record, do
5 you believe that your efforts are raising
6 academic achievement or not?

7 MS. LYNCH: Do I believe that
8 our efforts are intended to help raise
9 academic achievement? I do.

10 COUNCILMAN GOODE: No. Are
11 they actually raising academic
12 achievement or not?

13 MS. LYNCH: I'm sorry. I
14 didn't hear you.

15 COUNCILMAN GOODE: Are they
16 actually raising academic achievement or
17 not?

18 MS. LYNCH: I think that we're
19 tracking academic achievement to see if
20 our efforts are making that change.

21 COUNCILMAN GOODE: So you don't
22 know whether your efforts are raising
23 academic achievement or not?

24 MS. LYNCH: I would say to you
25 we're tracking academic achievement to --

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2 COUNCILMAN GOODE: Do you know
3 whether your efforts are raising academic
4 achievement or not?

5 MS. LYNCH: I don't know
6 whether or not on this particular day I
7 can say that, no. I can't say that
8 because --

9 COUNCILMAN GOODE: Because you
10 don't know.

11 MS. LYNCH: No; because I think
12 that many of our efforts are so new in
13 the last year, that I don't know that the
14 improvements or the changes in academic
15 achievement are related to these efforts.

16 COUNCILMAN GOODE: Either you
17 know or you don't know.

18 MS. LYNCH: I'm sorry?

19 COUNCILMAN GOODE: Either you
20 know or you don't know, and either you
21 have data or you don't have data. Do you
22 have data that shows that your efforts
23 are improving academic achievement?

24 MS. LYNCH: We have data that
25 shows academic achievement. What I don't

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2 know is whether or not the academic
3 achievement is the result of these
4 efforts.

5 COUNCILMAN GOODE: Okay. You
6 should know that, but if improvement in
7 academic achievement were the results of
8 these efforts, why wouldn't we reinvest
9 and reprioritize money to the School
10 District?

11 MS. LYNCH: These efforts have
12 been underway for a year. In some
13 instances, less than a year. So to be
14 able to see the trend and whether or not
15 it's related to these efforts --

16 COUNCILMAN GOODE: We already
17 established that you don't know and you
18 don't have the data, but my question
19 was --

20 MS. LYNCH: No. I'm sorry.

21 COUNCILMAN GOODE: My question
22 was, if these efforts or similar efforts
23 or the plan presented by Council actually
24 improves academic achievement, then why
25 wouldn't City Council and why wouldn't

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2 the School District agree to invest in
3 that first if it's actually improving
4 academic achievement?

5 MS. LYNCH: I shared that we
6 have data. I shared that the efforts are
7 underway. I shared that at this point
8 looking at the data, I can't make a
9 definitive comment and say that it's the
10 result of the efforts that have only been
11 underway for a short time. The model
12 that we're talking about, to my
13 knowledge, in the resolution, I don't
14 know how it correlates to academic
15 achievement, so I can't speak to that.

16 COUNCILMAN GOODE: But you
17 actually spoke to it already. You said,
18 I can share that we have achieved much of
19 what is outlined in the resolution. That
20 was your testimony.

21 MS. LYNCH: That's our intent.
22 The intent of this model is to improve
23 academic achievement, but --

24 COUNCILMAN GOODE: You said
25 that we have achieved much of what is

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2 outlined in this resolution.

3 MS. LYNCH: There's more
4 outlined in this resolution than just
5 academic achievement.

6 COUNCILMAN GOODE: Yes.

7 MS. LYNCH: And we have --

8 COUNCILMAN GOODE: But your
9 primary responsibility is academic
10 achievement.

11 MS. LYNCH: The School
12 District's primary responsibility is
13 academic achievement. My immediate
14 response --

15 COUNCILMAN GOODE: That's what
16 I meant, the School District's
17 responsibility.

18 MS. LYNCH: The School
19 District's primary --

20 COUNCILMAN GOODE: So if this
21 model or some other incarnation of this
22 model is proven to improve academic
23 achievement, then why wouldn't we invest
24 in it first?

25 MS. LYNCH: Because there's an

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2 effort already underway which we're
3 tracking to see whether or not there is
4 academic achievement, and because that
5 effort is already underway, do we really
6 need to implement something else?

7 COUNCILMAN GOODE: We should
8 wait and see whether your way works?

9 MS. LYNCH: Essentially.

10 COUNCILMAN GOODE: Okay.

11 Thank you.

12 COUNCIL PRESIDENT CLARKE: I'm
13 sorry.

14 COUNCILWOMAN BLACKWELL:
15 Mr. President.

16 COUNCIL PRESIDENT CLARKE: One
17 last question.

18 You said that you have two
19 schools that there's a particular model
20 that's being implemented and then you
21 said there were a number of other schools
22 where you had cross-resources?

23 MS. LYNCH: Yes.

24 COUNCIL PRESIDENT CLARKE: Can
25 you give to the Chair the two schools

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2 that you have the full-blown
3 implementation and can you give those
4 schools that you have some cross-sections
5 of services. You don't have to do it
6 now.

7 MS. LYNCH: Okay.

8 COUNCIL PRESIDENT CLARKE: If
9 you can just forward it, the number of
10 schools that you have these programs in.

11 MS. LYNCH: Will do.

12 COUNCIL PRESIDENT CLARKE:
13 Thank you.

14 COUNCILWOMAN BLACKWELL: Thank
15 you.

16 Are there further questions for
17 Ms. Lynch?

18 (No response.)

19 COUNCILWOMAN BLACKWELL: Thank
20 you very much.

21 MS. LYNCH: Thank you.

22 COUNCILWOMAN BLACKWELL:
23 Representative Ronald G. Waters,
24 Pennsylvania House of Representative,
25 191st Legislative District.

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2 And let me apologize. I did
3 talk to Representative Roebuck, who is
4 Chair of Education in the state, who
5 could not be here. We also spoke with
6 Councilwoman Blondell Reynold's staff,
7 and she likewise could not be here, but
8 she wanted us to know that she had
9 important prior responsibilities.

10 And next Kelley Hodge and David
11 Hardy or your representative, we will
12 call you. Thank you.

13 Thank you, Representative.

14 (Witness approached witness
15 table.)

16 REPRESENTATIVE WATERS: Thank
17 you, Councilwoman, Madam Chair, Jannie
18 Blackwell. I'm indeed glad to be here
19 today to show my support for the
20 resolution that is the topic of
21 discussion today. I want to thank
22 Council President Darrell Clarke for his
23 leadership in this and all the members of
24 Council who support it, because they
25 support our children and our concern

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2 about the conditions that we all witness
3 throughout our communities.

4 I believe it was already said
5 if you just keep doing things the same
6 way and keep doing things the same way
7 and keep doing things the same way and
8 somehow you think that's going to produce
9 a different result. We can't continue to
10 wait for something that hasn't been able
11 to produce the results and the demands of
12 the current climate that is out there.

13 I'm kind of going off my
14 written remarks right now, but as we all
15 know, technology, because of the advances
16 in technology and some of the standards
17 that have been lowered in terms of TV
18 standards and all and the exposure that
19 our children are witnessing on a regular
20 basis, times are much different than they
21 used to be, and I'm not sure we're
22 keeping up with today's times and what
23 these children of today are being exposed
24 to and the challenges that they face,
25 even though we still expect to be

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2 successful.

3 So I definitely support this.

4 I believe that school buildings are great
5 entities that are probably underutilized,
6 and if we commit more resources to the
7 schools and prioritize the community, I
8 believe that we could get what we all
9 hope to get in terms of both public
10 safety and healthier and more wellness in
11 our communities.

12 So I definitely support this.

13 And we are working -- I see one of the
14 ladies who is here right now, we have a
15 commission that we got together in
16 Harrisburg now to deal with at-risk youth
17 and at-risk families on the Harrisburg
18 level, as state legislators both in the
19 House and the Senate, we are focused on
20 how we direct more resources to where
21 they are needed too.

22 We all know and we all hear the
23 story that there are people out there who
24 are investors who are predicting how many
25 new prisons and cells need to be

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2 constructed as a base when they look
3 at -- and they're looking at schools and
4 they're looking at the reading levels and
5 math levels of 3rd and 4th grade
6 students. So this is a great answer to
7 what their investment. We're saying
8 that, no, we should invest in resources
9 for those same people. Rather than
10 invest in the punitive response, we
11 should invest in a healthy, more humane
12 response.

13 So as I said, I want to thank
14 the Councilmembers who support this. And
15 resources are needed. We know that. We
16 know that the resources are limited, but
17 I want to -- I had a chance to listen to
18 Councilman Clarke's response as to how
19 maybe to --

20 COUNCILWOMAN BLACKWELL: Excuse
21 me, Representative.

22 Ms. Lynch took half the folks
23 away. Cheese and rice. So the whole
24 School Board came for that and then
25 they're all leaving.

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2 Sorry. Sorry. I couldn't
3 resist.

4 REPRESENTATIVE WATERS: That's
5 no problem. Maybe they were frustrated
6 after Darrell Clarke said what he said.

7 But, you know, we as lawmakers
8 and policymakers, we have to figure out
9 what can we do, because as he mentioned,
10 Representative Cruz has legislation right
11 now to say that the school districts, and
12 in particular Philadelphia, has to be
13 accountable for the money. When we as
14 legislators fight all the time to send
15 funding to the school districts, the
16 people who we work with in Harrisburg
17 always say, Why? And they ask that
18 question, and they have their own
19 feelings about that, and we want to be
20 able to show why. We want to be able to
21 prove why, and we want different results
22 too.

23 So if redirecting resources to
24 apply them where they need, then,
25 Councilmembers, I think that maybe what

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2 Councilman Clarke said may be -- I don't
3 know if he plans on really doing it, but
4 I think he got their attention when he
5 said it, because we get the attention of
6 the General Assembly all the time when we
7 lobby for resources, and in spite of what
8 he said, I want all of Philadelphia
9 School District members and whoever is
10 remaining to know that no one has been in
11 Harrisburg fighting more for funding for
12 the Philadelphia School District than
13 Councilman Darrell Clarke. We almost
14 want to get him his own office up there
15 because he was up there so much. But he
16 wants a different outcome, and I know I
17 do too. So I just wanted to share that
18 with you too.

19 But I want to thank you for
20 this hearing on House Resolution 140613.
21 Schools exist because we understand our
22 collective obligation to educate our
23 youth. However, we are just as obligated
24 to care for the physical and mental
25 well-being of students and their

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2 families. I believe we must do a better
3 job at meeting that obligation.

4 That is why I am here today to
5 support Resolution 140613 and the concept
6 of School-Based Family Services.
7 Providing vital services such as mental
8 health in schools throughout Philadelphia
9 is a commonsense method to ensure that
10 some of our most vulnerable citizens
11 receive the support that they need.

12 Every neighborhood in our city
13 faces certain economic, social, and
14 environmental challenges. School-Based
15 Family Services provides a way to address
16 those challenges and deliver key social
17 services to our children and their family
18 in a setting that is familiar and
19 comforting to them. Forcing them to run
20 around the City from one agency to the
21 next is not only unfair, costly, and
22 impractical, it is downright cruel.

23 We all know what it is like to
24 try to get from one point of Philly to
25 another. Whether you have a car or you

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2 rely on public transportation, it can be
3 very difficult and costly. Having to
4 deal with schedules, traffic jams,
5 service outages and the like is enough to
6 frustrate the most patient of us,
7 especially if you are traveling with
8 children. And we all know there isn't a
9 feeling more defeating than when you walk
10 out of a building to see that blue and
11 white PPA envelope waiting for you on
12 your windshield.

13 In the past, we have attempted
14 to provide these type of services with
15 stop-gap measures, which, frankly, don't
16 work for many in our city. But it is
17 beyond time to abandon the reactionary
18 response and take a more proactive role
19 in dedicating more resources towards
20 early intervention since it is more
21 cheaper to act on the front end than it
22 is to respond on the back end. And that
23 is definitely when it comes down to the
24 cost of police, the judicial system and
25 incarceration, and the cost of

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2 hospitalization that comes as a result
3 of -- and one of the other problems that
4 we've had in the schools too is that the
5 zero tolerance when children act out
6 hasn't worked and really over-punishes
7 the person that is already traumatized.

8 Public schools can and should
9 become the one-stop shop for any and all
10 services a child and their family may
11 need, and the benefits of this concept
12 are numerous.

13 First, it is important to get
14 services like these to those who most
15 need it, and it is clear that this model
16 has the potential to save money and
17 ensure funds are being used wisely.
18 These families will come to trust and
19 support our schools more, and the
20 students will no doubt perform better in
21 the schools once they have better access
22 to the services they need.

23 There are many different ways
24 this program can be run, but addressing
25 social issues from the perspective from a

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2 public health perspective has been shown
3 to be successful with other similar
4 initiatives.

5 Last year a resolution I
6 authored that declares youth violence as
7 a public health epidemic and seeks to
8 raise awareness of the impact of trauma
9 related to violence on a child's quality
10 of life was adopted by the Pennsylvania
11 House of Representatives with bipartisan
12 support.

13 While this idea is considered
14 novel by some, I can't take credit for
15 it. In 1987, the U.S. Surgeon General
16 Everett Koop declared violence as a
17 public health issue and called for the
18 application of science and public health
19 to assist with prevention and treatment.

20 Then in 2000, U.S. Surgeon
21 General David Satcher expanded on Koop's
22 measure by declaring youth violence as a
23 public health epidemic and he echoed
24 Koop's idea that science and medicine
25 have a role to play in combatting this

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2 trend.

3 The Center for Disease Control
4 and the World Health Organization both
5 agree with this assessment and support
6 the idea of tackling issues like these
7 from a public health perspective.

8 Since then, the National
9 Conference of State Legislators and the
10 National Black Caucus of State
11 Legislators have also adopted my
12 resolution, because they understand that
13 it makes the most sense to deal with the
14 issue of teen violence at the root rather
15 than waiting to deal with it punitively.
16 Not only is it cheaper in the long run
17 but, more importantly, it is fairer to
18 all those involved.

19 On Sunday, I read the Inquirer
20 column by Beth Johnson about her
21 experiences with visiting Camden schools,
22 our neighboring schools, as part of the
23 reading program. She recounts her time
24 there as heartbreaking but fulfilling.
25 The thesis of her piece was simple,

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2 "there is no shame on these children."

3 It is not the children's fault
4 for being born in Camden. The shame is
5 on the rest of us for understanding that
6 pain and trauma and not doing enough to
7 make a difference.

8 Well, School-Based Family
9 Services are one way we can make that
10 difference.

11 Again, I would like to thank
12 everyone involved today for being
13 involved in this important conversation.
14 I would encourage the support of the
15 concept of School-Based Family Services,
16 and I look forward to working with you as
17 a state legislator on this to implement
18 it soon.

19 Thank you. And if anyone has
20 any questions, you know, Councilman Oh
21 and Goode, I have and I know maybe you
22 have been champions as to education over
23 incarceration. About 40 percent of the
24 state prison population comes from
25 Philadelphia. That's about 52,000 people

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2 incarcerated in state prisons. Many of
3 them did not do well in school. Many of
4 them lacked the services in the community
5 that other communities have. If we don't
6 want to continue that trend, if we really
7 care about public safety, then we need to
8 find out how we can better utilize these
9 buildings that we have that are costly to
10 run and operate to provide services for
11 the community. The community is -- I saw
12 it in a movie, Waiting for "Superman."
13 It's like what's first, the community or
14 the school or the school and the
15 community? They are both tied together.
16 So I believe that adoption of this
17 resolution and implementation of programs
18 and services for the community will be
19 both healthy to make our communities
20 well.

21 So I stand in support of it. I
22 have done things on the legislative as a
23 state legislator in this regard, and I
24 look forward to working with you going
25 forward to make sure that we do what is

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2 right by our community.

3 Thank you.

4 COUNCILWOMAN BLACKWELL: Thank
5 you very much, Representative Waters. We
6 appreciate all your work you've done with
7 violence and also with incarceration. We
8 read in Michelle Alexander's book that we
9 have as many men in prison as we do in
10 college and that -- I don't know whether
11 it's 95 or 98 percent of all those
12 labeled for federal prison for a federal
13 crime are African Americans, 95 to 98
14 percent. So the figures are astounding.
15 And she also says that the issue of our
16 time -- first it was slavery, then there
17 was Jim Crow, now it's mass
18 incarceration, because once a man is
19 labeled, an African American man is
20 labeled, he has no more rights than he
21 did during slavery. He can't vote. He
22 can't even move in public housing. He
23 can't get a job. So what's the
24 difference?

25 So we have some serious

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2 challenges, and we thank you for your
3 involvement and commitment on this level.

4 REPRESENTATIVE WATERS: Well,
5 you invited me. When you shared it with
6 me, you extended an invitation to me, and
7 I told you I'd be glad to come here.

8 COUNCILWOMAN BLACKWELL: Yes,
9 you did.

10 REPRESENTATIVE WATERS: I
11 thought this was a great measure, and I'm
12 just hoping that we can see it become a
13 reality, Councilwoman.

14 COUNCILWOMAN BLACKWELL: Thank
15 you.

16 Questions, comments,
17 Mr. President?

18 COUNCIL PRESIDENT CLARKE:
19 Thank you, Madam Chair.

20 I just want to briefly thank
21 the Representative for being here today
22 and thank him for his good work up in
23 Harrisburg. You are right, we were
24 hanging out quite a bit over the last
25 several months. As much as I like you

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2 guys, I gotta say, I'd much rather see
3 you in the City of Philadelphia. It's an
4 interesting place.

5 But you referenced a couple
6 things. I just wanted to say how much on
7 point you are with respect to the parents
8 of children trying to deal with the
9 various services that are needed for
10 their children and they're all over the
11 place, 15th and Arch and out West
12 Philadelphia. It's just very challenging
13 to traverse the numerous alphabet
14 agencies that we have, both state and
15 local, in terms of getting the
16 appropriate support services and having
17 the notion of having those services in
18 those particular neighborhoods not only
19 strengthen the opportunities for the
20 family in terms of access, it actually
21 strengthens the neighborhood.

22 And I want to -- Councilwoman
23 Blackwell and I, we attended a PHA
24 operation yesterday, a nice
25 groundbreaking, and the fact that the

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2 Philadelphia Housing Authority is talking
3 about moving its headquarters into one of
4 the more challenging areas in North
5 Philadelphia and bringing up the 1,600
6 employees to that neighborhood, that's
7 going to transform that neighborhood.

8 So we need to think about those
9 opportunities in neighborhoods and
10 schools where right now there's some
11 levels of despair. Being in the position
12 to provide actual opportunities in
13 neighborhoods is really a good thing.

14 With respect to -- and
15 unfortunately all the representatives
16 from the School District left -- this
17 notion about being able to pay for the
18 services that they've acknowledged could
19 be potentially helpful. Something as
20 simple as -- and City Council voted. We
21 don't know how that's going to come out.
22 When Jim Kenney, Councilman Kenney,
23 referenced the decriminalization of
24 marijuana, and I don't know how people
25 come down on that, but that's just kind

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2 of like the trend across the nation, and
3 actually District Attorney Seth Williams
4 not formalizing, but basically not
5 prioritizing prosecution of small amounts
6 of marijuana. When you look at the
7 dollar figures associated with what it
8 costs to not only arrest and prosecute
9 and ultimately house individuals if they
10 give us some time, I mean, that would
11 more than pay for the services that the
12 School District referenced.

13 So the simple matter is, if
14 it's something that we think we need to
15 do, we can figure out a way to get the
16 money, right? So to talk about \$80,000
17 for one school to provide the appropriate
18 services is clearly if we spend some of
19 the money on the front side in terms of
20 investing in our young people, we won't
21 have to spend that money on the back side
22 to the tune of \$35,000 per inmate. So I
23 agree with you, and I want to commend you
24 for your work on that over the years and
25 your continued support, and we look

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2 forward to working with you and the
3 members of the General Assembly on
4 implementing a good-sense program. Thank
5 you so much.

6 REPRESENTATIVE WATERS: You can
7 invite us to come here so you don't have
8 to travel so far.

9 COUNCIL PRESIDENT CLARKE:
10 Absolutely right. You saw right through
11 it.

12 REPRESENTATIVE WATERS: We'd be
13 glad to come here and work with you and
14 all the Councilmembers and the Mayor and
15 all the proper administrative people,
16 both on the legal side, so that we can
17 make sure we are proper in how we're
18 doing it.

19 I neglected to -- I see
20 Councilwoman Cindy Bass over there. Good
21 morning to you too, Councilwoman.

22 But you talked about the cost
23 of incarceration and the demand from the
24 Police Department. You know, when I go
25 to visit a lot of the inmates who have

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2 had long stays inside of their new homes,
3 they have -- it's amazing how many of
4 them came in there as high school
5 dropouts and, over the years while they
6 was there, disciplined themselves and
7 invested in themselves while they was
8 there and went on to get their GED and in
9 some cases their Associate's Degree.
10 There's a guy up in Graterford that got
11 two doctorate degrees. So he could have
12 went to Yale rather than jail and got
13 that.

14 So if we invest in and add
15 value to their life, make them see the
16 importance and purpose in life on the
17 early end, we could probably start
18 bringing down -- because on the state
19 level, they pay about -- the budget is
20 over \$2 billion for the state prisons,
21 and they're building some new ones. So
22 that doesn't sound like they're planning
23 on public safety if you're building new
24 prisons. It sounds like you're planning
25 on something else.

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2 So if we could maybe keep the
3 funding levels at the same, if it's at 2
4 billion now, let's keep the funding level
5 at \$2 billion, but now let's start
6 bringing down those population numbers by
7 letting out people who probably don't
8 need to be incarcerated because they're
9 not a threat to anybody anyway and bring
10 them into a different alternative
11 setting. And if we start bringing down
12 the cost -- I mean, the population but
13 keep the cost at the same and let people
14 who want to provide services like the
15 School District or the Council with this
16 measure here, this House resolution,
17 let's start directing some of the cost
18 savings into programs like that so that
19 we start saving people from making
20 mistakes and start worrying about
21 catching the person after they make the
22 mistake. A lot of folks who have become
23 victims would much rather -- I know we
24 say, Well, I hope you catch the person
25 and I hope that they get dealt with. I

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2 bet you if you also said would you rather
3 have not been a victim in the first
4 place, they would say, I'd rather not
5 have been a victim in the first place.
6 And many of the people who are making the
7 mistakes, after they think about the
8 mistakes they made, they would much
9 rather have made a better choice too.

10 So if we could help on the
11 front end, I believe that it will be both
12 better in terms of cost, in terms of
13 victimization, and definitely in terms of
14 humanity. So we will have a more safer
15 society that we all as elected officials
16 could be proud of.

17 So I think that what you're
18 doing right here is a step in the right
19 direction. And while other people are
20 invested in our children's future with
21 building prison cells, let's invest in
22 our children's future by building more
23 schools and building more colleges and
24 universities. I think that that will be
25 a better investment and one that will

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2 make us all proud here in Pennsylvania
3 and in America.

4 COUNCILWOMAN BLACKWELL:
5 Representative, I'm going to ask if we
6 could -- and those that I'm holding up,
7 just give me another five minutes,
8 because there is hope. In all those
9 dismal numbers I provided, there is hope,
10 and Deputy Commissioner Kevin Bethel has
11 that hope. I'd like you to hear his
12 statement. It's very short.

13 But, Deputy Commissioner, would
14 you come forward. I'm not calling you
15 because you're my favorite. I'm calling
16 you because of the testimony that you
17 provide that deals with this very issue
18 that Representative Roebuck and --
19 Representative Ron Waters has mentioned
20 and that the Council President has
21 referenced.

22 REPRESENTATIVE WATERS: You
23 want me to stay here?

24 COUNCILWOMAN BLACKWELL: Yes.
25 You can stay here. He's alone. Nobody

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2 has come with him. They're not that
3 bold.

4 (Witness approached witness
5 table.)

6 DEPUTY COMMISSIONER BETHEL:

7 Thank you for the segue.

8 Representative Waters, always a
9 pleasure.

10 So I'll go through the
11 testimony and then we can talk?

12 COUNCILWOMAN BLACKWELL: Yes.

13 DEPUTY COMMISSIONER BETHEL:

14 Good morning, President Clarke and
15 Councilwoman Blackwell and members of the
16 Committee. My name is Kevin Bethel. I'm
17 the Deputy Commissioner for Patrol
18 Operations in the Philadelphia Police
19 Department. On Commissioner Ramsey's
20 behalf, I would first like to thank you
21 for giving the Police Department the
22 opportunity to testify this morning.

23 In response to the growing
24 school-to-prison pipeline, the Police
25 Department, in collaboration with the

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2 Philadelphia Department of Human
3 Services, the Philadelphia School
4 District, Philadelphia District
5 Attorney's Office, Philadelphia Family
6 Court and other stakeholders, implemented
7 a responsible and innovative Police
8 Diversion Program. Philadelphia Police
9 and schools are changing the management
10 of students who have allegedly committed
11 delinquent acts on or about the
12 Philadelphia school premises.
13 Stakeholders agree that it is in the best
14 interest of students and community
15 members that certain summary and
16 misdemeanor delinquent acts be handled by
17 the school system in conjunction with
18 supportive services, without the filing
19 of delinquency complaints with the court.
20 By linking youth with community-based
21 services, police are able to divert
22 appropriate low-risk youth from arrest
23 and formal delinquency processing while
24 connecting youth and families with
25 necessary services. Youth are referred

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2 to the nearest community-based DHS
3 Intensive Prevention Services, IPS,
4 program. IPS programs provide
5 comprehensive, intensive early
6 intervention programming for youth
7 exhibiting high risk or at-risk
8 behaviors. The community-based IPS
9 program's core components include
10 academic support, social and emotional
11 competency building, mentoring,
12 recreation, work-ready programming,
13 community service engagement, and
14 parental involvement.

15 The School District currently
16 enrolls approximately 142,000 students in
17 grades K to 12, with an overwhelming
18 majority of students coming from
19 low-income families and historically
20 underserved racial minorities, over 71
21 percent African American and Latino. In
22 the 2013-2014 school year, there were
23 7,569 serious incidents that resulted in
24 33,000 suspensions and, more importantly,
25 1,555 arrests. The five most common

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2 violations was fighting, assaulting
3 another student, disorderly conduct,
4 disrupting classes, and verbal threats.

5 The Philadelphia Police

6 Department developed the School Diversion
7 Program after discerning that too many
8 youth unnecessarily were arrested and
9 referred to the court system for
10 low-level acts. In cases where school
11 principals and other administrators turn
12 to the PPD to use arrest and juvenile
13 justice referral as a disciplinary
14 action, the negative consequences for
15 students can be significant. Although
16 the School District removed its zero
17 tolerance policies in 2012, we have
18 continued to work with the District and
19 its officials on utilizing the School
20 Diversion Program as a means of keeping
21 students out of the juvenile justice
22 system and away from negative
23 consequences that could arise from
24 contact with the system.

25 So the question, how does the

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2 Police School Diversion process work?

3 When a delinquent act occurs in a school,
4 School Police first contact the PPD. The
5 responding PPD officer reviews the school
6 records, conducts interviews with the
7 involved individuals, the child's teacher
8 and counselor or advisor. Based on the
9 information gathered, the PPD officer
10 determines whether or not the student is
11 eligible for diversion.

12 I'll break here from my
13 testimony for a moment. I should have
14 added that in my testimony. We created
15 an intake center at the Juvenile Justice
16 Center in which I have a police officer
17 as well as a DHS worker assigned together
18 in their office together who makes that
19 evaluation based on looking at the
20 records.

21 Youth are eligible for
22 delinquency programs if they are over the
23 age of 10 -- and that's by law -- have no
24 previous juvenile record and have
25 committed certain offenses for which

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2 diversion is appropriate.

3 Within 72 hours of the alleged
4 delinquent act, a DHS diversion social
5 worker makes a visit to the student's
6 home and assesses the student with regard
7 to risk factors such as alienation,
8 rebelliousness, association with peers
9 who engage in delinquency, bullying
10 behavior, parental incarceration, and a
11 favorable attitude toward delinquent
12 behavior, and alcohol and drug abuse.
13 The DHS worker then speaks with the child
14 and the parent and caregiver to identify
15 any physical, psychological, emotional,
16 familial, social or education issues that
17 may exist within the home and develops
18 interventions to address them. Youth are
19 then referred to one of six
20 community-based intensive prevention
21 services programs.

22 The School Diversion Program
23 was rolled out in all of the School
24 District schools, 214, in May 12th of
25 2014 and concluded on June 20th, 2014.

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2 Sixty-two students were diverted; 49 were
3 African American, representing 80
4 percent; eight were white, representing 8
5 percent; seven were Hispanic,
6 representing 11 percent. Dr. Naomi
7 Goldstein and her research team from the
8 Department of Psychology at Drexel
9 University will examine the effectiveness
10 of the program and its impact on the
11 School District within the individual
12 schools and for additional youth.

13 By enhancing our policies and
14 practices to help young people get
15 quality education and keep them out of
16 the juvenile justice system, we can help
17 disrupt the school-to-prison pipeline.
18 We feel confident we could potentially
19 divert a significant number of over the
20 1,600 School District arrests that occur
21 on a yearly basis.

22 I want to take this opportunity
23 to thank all of our collaborating
24 partners and highlight one agency in
25 particular. DHS has been an exceptional

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2 partner. I will say that again. DHS has
3 been an exceptional partner. Without
4 their unwavering support and funding for
5 this program, it would not be possible.

6 At this time, I'd be happy to
7 answer any questions you may have.

8 COUNCILWOMAN BLACKWELL: So
9 there's hope. There's hope. We finally
10 have a program that doesn't try to put
11 kids in jail but tries to keep them out.

12 Thank you.

13 DEPUTY COMMISSIONER BETHEL:
14 You're welcome.

15 COUNCILWOMAN BLACKWELL:
16 Mr. President.

17 COUNCIL PRESIDENT CLARKE:
18 Thank you. Thank you, Madam Chair.

19 Thank you, Commissioner, so
20 much. With respect to the program,
21 because these are the kind of programs
22 that we obviously are very supportive of
23 and part of the conversation that we'll
24 be having over the next several months.
25 We rolled out this proposal called

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2 Community Sustainability Initiative and
3 it talked about public safety and all the
4 other indexes, and it was really a
5 budgeting tool and a legislative tool for
6 City Council. So as we hear about these
7 types of programs, the question is, do we
8 divert more funding to those types of
9 programs or the programs that we
10 referenced earlier with the School
11 District to be in a position to enhance
12 the program? Because we do agree that
13 DHS does a good job. It's always a money
14 issue. So as we talk about how we spend
15 the money, should we spend the money on
16 things that actually work as opposed to
17 the traditional government, you fund the
18 department because you're supposed to,
19 not necessarily measuring in terms of
20 benchmarks the productivity of the
21 revenues that's given to that particular
22 department.

23 So this is a program that we'd
24 clearly like to hear more about and would
25 like to have the conversations about the

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2 potential of enhancing that program.

3 DEPUTY COMMISSIONER BETHEL:

4 Absolutely, sir. And one of the things I
5 can say with DHS, obviously, as you know,
6 they support all of the IPS services in
7 the court system as well as Juvenile
8 Court. And so they moved over a portion
9 of their budget to really, really support
10 all the -- the IPS programs are already
11 in place. At the end of the day, these
12 were the same kids that were going over
13 to 1801 Vine, putting into an informal
14 justice type of environment. So I was
15 able to link into what was already
16 existing in the geographical process.

17 And one of the other things is
18 obviously the cost as a nation. The
19 Office of Juvenile Justice Prevention has
20 now put forth a lot of energy into
21 diversion. So we just applied for a
22 grant, a \$600,000 grant, because what
23 we're also bringing in is a layer of
24 mediation. One of the things we wanted
25 to be able to deal with was that group

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2 dynamic when we have the 10 or 15 kids
3 who get into a collective behavior, where
4 would we be able to put them, because our
5 program was not really built at the time
6 for that group dynamic. So we expect by
7 September, again, working with DHS as
8 being the front-line supporter, that we
9 will have a mediation program in place,
10 so when we have that group dynamic, there
11 has to be a place for these kids to go to
12 be able to deal with the root issue as to
13 why they are going at it in school in the
14 manner that they are.

15 So I think the template that we
16 have now working -- and I will say this.
17 I just came to the game -- there was
18 already the folks sitting there waiting
19 for this to happen. So it wasn't new to
20 my partners at DHS or whether it was
21 1801, Judge Dougherty or any of the other
22 entities. It was just our ability to
23 look at the Act, to look at the School
24 Safety Act, and say there's a carve-out
25 about diversion. We really weren't

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2 enhancing that. And then coming in and
3 saying we are going to do that. And as I
4 stated, a good percentage of those
5 offenses, over close to 800 of those
6 offenses in which a kid -- a quick
7 example, a child who goes to a school who
8 has pepper spray and puts pepper spray on
9 their sandwich because they believe it's
10 pepper spray and then ingests that and
11 eats it, but the reality is they have an
12 offensive weapon because they have OC
13 spray. In the past, that child would
14 have been taken in, fingerprinted,
15 photographed, and held in a cellblock.
16 And most people don't understand, imagine
17 holding a 10-year-old in custody for that
18 kind of activity. In that case, we were
19 able to divert that child. And I had an
20 officer here, who is gone, Latonia Bey,
21 but we're actually even going out to the
22 homes for the parents who do not come
23 forth when we ask them to. We now go and
24 knock on their doors and talk to them
25 about how important it is for them to get

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2 those services.

3 COUNCIL PRESIDENT CLARKE:

4 Right. That's awesome. But I do want to
5 add that a significant portion of what
6 we're talking about is actually a
7 proactive approach so that child will not
8 have to go in a diversion program,
9 because we don't want -- while we need to
10 have these programs and diversion
11 programs, at the end of the day the
12 underlying issue is what causes the child
13 to have to enter into that program. So
14 from a proactive and a preventive
15 respect, we would like to have services
16 in place to make sure that, frankly
17 speaking, the need for you diminishes
18 over the years. But great work, and
19 thank you so much.

20 DEPUTY COMMISSIONER BETHEL:

21 Thank you.

22 COUNCILWOMAN BLACKWELL: Thank
23 you. We are very, very impressed with
24 this program. In that instance where a
25 kid didn't understand the English

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2 language, it's very sad, but thank God
3 for this program and something positive
4 that helps our youth. And we do give you
5 the credit even though you tried not to
6 take it. Thank you, Deputy Commissioner.

7 DEPUTY COMMISSIONER BETHEL:

8 You're welcome. Thank you.

9 COUNCILWOMAN BLACKWELL: Thank
10 you.

11 Any questions for him or
12 comments?

13 (No response.)

14 COUNCILWOMAN BLACKWELL: Thank
15 you very much.

16 Thank you, Representative
17 Waters.

18 REPRESENTATIVE WATERS: Thank
19 you.

20 COUNCILWOMAN BLACKWELL: Thank
21 you. We'll now call forward Kelley
22 Hodge, Esquire, Safe Schools Advocate,
23 Pennsylvania Commission on Crime and
24 Delinquency, and David Hardy, and I know
25 that you are talking about Dr. Noah

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2 Tennant speaking. Thanks.

3 (Witness approached witness
4 table.)

5 COUNCILWOMAN BLACKWELL: Thank
6 you for your patience and always working
7 with us.

8 MS. HODGE: It's my pleasure.
9 Not a problem. I enjoy hearing from
10 everyone.

11 COUNCILWOMAN BLACKWELL: Thank
12 you.

13 MS. HODGE: President Clarke,
14 Councilwoman Blackwell, I want to thank
15 you both this morning and the other
16 members of City Council who have been
17 involved in this particular effort. I
18 bring greetings, and I want to say that
19 my name is Kelley Hodge and I am the Safe
20 Schools Advocate for the City of
21 Philadelphia.

22 I was appointed by Governor
23 Corbett in December of 2011 to be the
24 Safe Schools Advocate. I have had the
25 honor and privilege over the past two

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2 years to assist victims of school
3 violence, students, teachers and staff,
4 while working with the District
5 administrators to promote school safety
6 and violence reduction programs. In
7 order to fulfill my duties, I listen to
8 students, parents, teachers,
9 administrators, and community members who
10 have a vested interest in furthering the
11 same goal that my office seeks to
12 fulfill. I work to be the most informed
13 advocate, and that is why the only way
14 that I can make the most thoughtful
15 decisions and comprehensive
16 recommendations on how to make effective
17 changes is by listening to all that is
18 brought to my attention and brought into
19 my office.

20 Prior to being appointed as the
21 Safe Schools Advocate, I was an Assistant
22 District Attorney in the Philadelphia
23 District Attorney's Office for eight
24 years and a Senior Assistant Public
25 Defender in Richmond, Virginia for over

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2 six years. I have seen and heard from
3 adults and children, victims and
4 perpetrators the horrible ripple effect
5 that crime and trauma can have on a
6 family and a community. It is with this
7 in mind that I offer my remarks today.

8 The Office of Safe Schools
9 Advocate is housed under the Pennsylvania
10 Commission on Crime and Delinquency, the
11 state's criminal and juvenile justice
12 planning agency. PCCD has a strong
13 partnership with the Pennsylvania
14 Juvenile Court judges, county and
15 juvenile probation officers, police and
16 prosecutors, and also provides expertise
17 and assistance on effective prevention
18 and intervention programs targeted for
19 at-risk youth in our schools and
20 communities through its Office of
21 Juvenile Justice and Delinquency
22 Prevention, better known as OJJDP. My
23 office and OJJDP, along with other
24 departments like the Pennsylvania
25 Department of Education, the Pennsylvania

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2 Department of Public Welfare, and the
3 Pennsylvania Department of Drug and
4 Alcohol Programs, communicate frequently
5 and work closely together to implement
6 the most effective and comprehensive
7 programs that support evidence-based
8 prevention strategies for juveniles that
9 combat school violence, improve school
10 climate, and enhance community services
11 for improved health and wellness.

12 In my capacity as the advocate,
13 what is clear and uncontroverted is that
14 an improved school climate where children
15 and staff feel safe and unencumbered by
16 the threat of violence or harm yields
17 greater productivity and success among
18 students. What is equally uncontroverted
19 is that young people and their parents
20 who live in the City of Philadelphia
21 encounter increasing obstacles to
22 maintaining good mental and physical
23 health and well-being. Trauma, economic
24 barriers, environmental hazards, and
25 exposure to crime and violent behavior

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2 all serve as contributing factors to the
3 difficulty many children and families
4 experience trying to exist from day to
5 day.

6 Since I am given the privilege
7 of trying to assist victims of violence
8 in and around the various public school
9 settings in the City of Philadelphia, I
10 often hear or observe firsthand the anger
11 and frustration that youth and teachers
12 are encountering in schools every day.
13 Many see and experience maladaptive
14 behaviors, but have little to no
15 explanation as to why it exists or how to
16 address it. The need to have a caring,
17 trained adult in a school setting remains
18 at a critical high, and any opportunity
19 to train or provide trained support to
20 those adults who are employed to educate
21 children must be explored.

22 In reviewing the reported
23 incidents of violence in schools, I have
24 spoken repeatedly with school officials,
25 school and Philadelphia police officers

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2 and detectives, counselors,
3 psychologists, community members, parent
4 associations, families, perpetrators, and
5 victims. My work and observations,
6 combined with my past experiences, have
7 led me to conclude that there are certain
8 constants or commonalities that need to
9 be addressed in order for a structured
10 and sustained protocol to be put into
11 place to improve school and community
12 safety.

13 There needs to be an increased
14 attention and investment in prevention
15 strategies that have been proven to be
16 effective. This includes programs that
17 promote increased understanding of
18 negative behaviors. In conjunction with
19 the increased focus on a structured
20 program, there needs to be consistent
21 cross-systems sharing of data and
22 information that will improve the
23 expedient allocation of resources.

24 To the Committee actively
25 listening to testimony today, I have

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2 reviewed and support the concept of

3 School-Based Family Service Centers.

4 SBFSC, as described in the proposed

5 printed materials, offer an alternative

6 to the current structure of provider care

7 by centralizing the care center in or

8 nearby a school. Therefore, the centers

9 would bring the resources to those most

10 in need. In doing so, the ability to

11 offer preventive care and support is

12 greatly enhanced and the potential to

13 reduce expending reactive resources and,

14 in short, reduce victimization is

15 increased.

16 One subject area in which SBFSC

17 expects to provide services is in the

18 behavioral health arena. The need for an

19 increased understanding by the community

20 and educators on the subject of

21 behavioral and mental health is

22 paramount. I have testified previously

23 in a different forum that the

24 relationship between mental/behavioral

25 health providers, be it psychologists and

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2 counselors, as well as parents and
3 educators needs to be at the center of
4 any discussion on improving school
5 safety. There needs to be a greater
6 focus on the education of parents,
7 administrators, and students on mental
8 and behavioral health at an earlier stage
9 in a student's educational development.
10 The School-Based Family Service Center
11 could be of great assistance in
12 addressing this particular issue.

13 Many students and families are
14 reluctant to seek help or at a loss as to
15 where to seek help for their child,
16 because oftentimes families are
17 uneducated or misinformed regarding
18 mental health. The stigma associated
19 with mental health needs to be eroded and
20 the discussion should be highlighted as
21 part of the overall education of students
22 on health and wellness. School-Based
23 Family Service Centers have the enormous
24 potential to assist an at-risk youth and
25 their family much earlier in life and

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2 potentially reduce many years of not
3 receiving necessary care and academic
4 support because of being undiagnosed for
5 a wide array of health concerns. The
6 benefits of investing in this model with
7 prevention services I expect will far
8 offset any costs currently expended when
9 reactive care is provided and, most
10 importantly, children can be saved from
11 potential harm.

12 Also, parental engagement is
13 one of the keys to violence reduction,
14 with an increased accountability for all
15 adults who participate in promoting
16 school safety. Parents and guardians do
17 yearn to be active participants in the
18 solution of how to make schools safer and
19 often do not have the necessary rapport
20 with the school to know how or in what
21 way they can assist a school in promoting
22 a positive school climate. SBFSC can
23 serve to improve parental engagement by
24 offering the services on site and being
25 at a location that a parent or guardian

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2 normally has contact with five days a
3 week for 180 days out of a year. The
4 potential outcome of a successful
5 implementation of a SBFSC model is a
6 significant reduction in dropout rates,
7 truancy, violence, illiteracy, poverty,
8 and crime.

9 I will caution that it may be
10 most prudent to implement this model in
11 stages and pilot within a region of the
12 City before extending citywide. By doing
13 so, any deficits or adjustments can be
14 noted and accommodated. However, I am
15 hopeful that if adopted, this centralized
16 community-based care network will offer
17 the necessary supports in a convenient
18 way that is for the betterment of the
19 City as a whole.

20 Again, I thank you for allowing
21 me to testify before the members of the
22 Committee. I hope that what I have
23 shared has provided the members with
24 insight and information that is deemed
25 valuable and worthy of future

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2 consideration.

3 Thank you.

4 COUNCILWOMAN BLACKWELL: Thank
5 you very much and, again, thank you for
6 always being there for us. Thank you.

7 MS. HODGE: My pleasure.

8 COUNCIL PRESIDENT CLARKE:
9 Thank you. Excellent testimony, and we
10 look forward to working with you. I
11 understand your reference to the
12 implementation as it relates to stages.
13 In the real world, we probably won't have
14 a choice because we're only going to have
15 so much money on an annual basis, so...

16 MS. HODGE: I understand that.

17 COUNCIL PRESIDENT CLARKE: As a
18 result of the resources, it probably
19 can't be done citywide all at once, but
20 really look forward to working with you.

21 MS. HODGE: I appreciate that.
22 Thank you so much.

23 COUNCILWOMAN BLACKWELL: Thank
24 you.

25 Dr. Tennant.

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2 (Witness approached witness
3 table.)

4 DR. TENNANT: Good afternoon,
5 Councilwoman Blackwell and President
6 Clarke and esteemed members of City
7 Council. I am Noah Tennant, Deputy CEO
8 and Principal at Boys' Latin of
9 Philadelphia Charter School. I'm here
10 testifying on behalf of our CEO, David
11 Hardy. I thank you for having me as a
12 representative of the charter community
13 and for recognizing the widespread need
14 for additional support for Philadelphia
15 students in School District schools and
16 in charter schools.

17 I appreciate the opportunity to
18 be here today to offer my thoughts on the
19 resolution for the School-Based Family
20 Services program. I am grateful to be
21 part of a city that is so engaged in
22 seeking answers and sharing ideas on how
23 to best serve our children. Our city
24 needs these answers and these ideas. Our
25 children need them.

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2 As an educator, I know this to
3 be true in our schools, where every day
4 we see students in need, students who are
5 unfairly victimized or deeply impacted by
6 the woes of the City they call home.
7 Certainly at Boys' Latin of Philadelphia
8 where I am proud to serve, we work with
9 students whose life experiences are
10 marred prematurely and unjustly by
11 challenging social, physical,
12 environmental, and familial
13 circumstances. If not addressed, these
14 circumstances can alter their life course
15 and cloud the vision they have for
16 themselves as educated, accomplished,
17 compassionate, and contributing members
18 of our city. We ask much of our students
19 at Boys' Latin, and we are proud and
20 amazed when they rise to the challenge.
21 But we also know their efforts to achieve
22 are Herculean because of the
23 circumstances they face.

24 There is much talk about school
25 closings and even schools opening on

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2 time, and we want to be clear that we
3 don't just want the schools to be open.
4 We want them to work. We want them to
5 prepare students to be leaders in our
6 city by teaching them to think
7 critically, to analyze information, to
8 ask questions. There is a skill set with
9 which our students must emerge from
10 school. But we know the circumstances
11 and trials they face ill-affect the
12 development of that skill set, and to
13 ignore that fact is irresponsible. To
14 allow students to have that canyon
15 between school and social services is
16 just another way we fail our kids. So if
17 we are serious about equipping students
18 with the tools and skills they need
19 educationally, the School-Based Family
20 Services model is a path we must pursue.

21 This model is a step toward
22 wholly supporting our students. It is a
23 solution that acknowledges the needs of
24 students and recognizes that the health
25 of our city is predicated on the social,

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2 emotional, and physical health of our
3 youth. Our students' days are long and
4 they must navigate a host of obstacles
5 along the way. We owe it to them then to
6 provide for their needs. They cannot be
7 expected to recite Shakespeare if they
8 don't first feel safe. They cannot be
9 expected to solve algebraic equations if
10 they cannot first resolve the family
11 conflict that threatens them. They
12 cannot be expected to translate and
13 analyze Latin if they cannot first
14 achieve physical and emotional wellness.

15 Sadly, we know, in truth, that
16 many of our students' current paths are
17 fraught with danger, poverty, inadequate
18 healthcare, the emotional and social
19 trauma brought on by violence, drug
20 dependency, broken families. These are
21 real problems, true obstacles, harsh
22 realities. But unfortunately they are
23 often used as excuses, scapegoats as to
24 why they can't serve children, inspire
25 them, lift them up, advocate for them,

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2 and educate them.

3 We spend so much time admiring
4 the problem, looking at it from all
5 angles, investigating just how big and
6 mighty a problem it is, finding
7 satisfaction in identifying the traits
8 and characteristics and variations of the
9 problem at all levels, at the
10 institutional level and the individual
11 level. This is part of our processes. I
12 have been guilty, certainly. When my car
13 breaks down, for instance, and the men in
14 the neighborhood and I spend 45 minutes
15 just looking under the hood, there we are
16 congregated in my driveway, sweat on our
17 brows, eyes wandering over the landscape
18 of engine and hoses and tubes, standing
19 there arms akimbo, watching the smoke
20 pour out, swiping the soot with our
21 fingers, theorizing about fan belts and
22 fluid levels, but all the while we
23 accomplish nothing.

24 Understand, identifying the
25 problem is important. It is an important

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2 step to take, but we mustn't stop there
3 or we fail to get to the most important
4 part of the process, the problem-solving.
5 Problems cannot trump problem-solving.
6 Whether it is a smoking engine or a child
7 caught in a cycle of trauma, problems
8 cannot be held as reasons for our work
9 not getting done. It is not enough to
10 identify and label and categorize the
11 problems that hinder our work. Simply
12 knowing those problems exist does not
13 abdicate us from the responsibility of
14 revolving them and achieving our goals.
15 In schools, that goal is student
16 achievement, and as educators, we cannot
17 permit those problems, those excuses to
18 impede student growth. The best of
19 educators don't. They find a way around
20 those obstacles, but that surely does not
21 negate the presence, the looming impact,
22 and the detrimental truths of real-life
23 problems.

24 Again, that's why I'm grateful
25 for the opportunity to be here today. I

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2 am here today because this resolution is
3 a call to problem-solving. It is a
4 statement that we will no longer be in
5 excuse mode. We will no longer simply
6 admire the problem. Instead, we will
7 stand at the ready as a unit, as a
8 community banded together to support our
9 children. We will not fall into the trap
10 of absolving ourselves from
11 responsibility because the problems just
12 seem too overwhelming.

13 This resolution is our
14 community's staking of our flag, the flag
15 of unequivocal service and advocacy on
16 behalf of our city's children. This
17 innovative School-Based Family Services
18 Center proposal can be our collective
19 commitment to no longer giving power to
20 excuses, to no longer giving credence to
21 those who say student learning cannot
22 happen in this neighborhood or in that
23 school or with these kids. The
24 School-Based Family Services model is a
25 systemic means of problem-solving, a way

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2 to counter the obstacles in the name of
3 the children who are most often the
4 canaries in the mine of our social woes.

5 And so please accept these
6 words as my support for this resolution
7 and the development of School-Based
8 Family Service Centers. It is time for
9 our view of schools to change and evolve.
10 The Coalition for Community Schools
11 effectively described this need when they
12 paralleled our current version of school
13 to the old-school dial-up phones that
14 used to hang in many of our kitchens.
15 Those phones served a single purpose, a
16 binary, analog system of communication,
17 similar to the old vision of schools in
18 which teachers teach and students learn.
19 But those are antiquated models.
20 School-Based Family Services Centers
21 recognize that schools need to be more
22 comparable to the smartphones that we
23 probably all have in our pockets and our
24 bags. My phone has my calendar, my
25 clock, my phonebook, my games, my

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2 correspondence, my entertainment, all of
3 those resources right in the same place
4 to serve the needs of the carrier.

5 Likewise, with School-Based Family
6 Service Centers, children and families
7 will have a host of supports from
8 community partners right within their
9 neighborhood and their school.

10 Schools are the logical place
11 to house the services proposed in this
12 resolution. Much of the behavior we see
13 is rooted in issues and complexes that
14 require a strong network of social
15 service support. Having that network,
16 those solutions, closer to those with the
17 needs will increase the likelihood that
18 our children are best served.

19 This is the model our schools
20 should indeed employ. We at Boys' Latin
21 are grateful that Council is considering
22 this School-Based Family Services Center
23 program for the School District of
24 Philadelphia and City charter schools
25 alike. It is imperative that we employ a

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2 solution-oriented step that rallies our
3 city's resources effectively, prudently,
4 and with a clear signal that our children
5 are our priority and our greatest
6 resource.

7 I thank you for allowing me to
8 testify.

9 (Applause.)

10 COUNCILWOMAN BLACKWELL: Thank
11 you very much. We thank you, and we note
12 that Mr. David Hardy is here. We thank
13 him as well. He thought he could sneak
14 in and not speak and get away without us
15 knowing he's here. But he's always
16 wonderful. We thank you, Dr. Tennant,
17 and I will say that this is one of the
18 most coveted and excellent schools in our
19 city. I'm very, very proud that it's in
20 my district. Thank you very much.

21 DR. TENNANT: My pleasure.
22 Thank you.

23 COUNCILWOMAN BLACKWELL: Our
24 next panel -- you see you've got some
25 serious support back there. That was

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2 where all the clapping was coming from.

3 Sarah Gibbons, Community

4 Relations Manager for Children's Hospital

5 of Philadelphia; Joanne Weeks, Associate

6 Director, the Netter Center for Community

7 Partnerships; Michael Mittelman, Retired

8 Rear Admirable -- Rear Admiral, which is

9 admirable, and President, Salus

10 University. Thank you.

11 (Witness approached witness
12 table.)

13 MS. GIBBONS: Thank you.

14 COUNCILWOMAN BLACKWELL: Thank
15 you.

16 MS. GIBBONS: So good
17 afternoon.

18 COUNCILWOMAN BLACKWELL: Good
19 afternoon.

20 MS. GIBBONS: My name is Sarah
21 Gibbons and I'm the Community Relations
22 Manager --

23 COUNCILWOMAN BLACKWELL: Talk a
24 little louder.

25 MS. GIBBONS: Okay. My name is

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2 Sarah Gibbons and I'm the Community
3 Relations Manager at the Children's
4 Hospital of Philadelphia. I want to
5 thank City Council Committee on Education
6 for examining the issues and solutions
7 that affect children and their families
8 in Philadelphia.

9 The proposal to create
10 School-Based Family Service Centers in
11 Philadelphia schools would help achieve
12 efficiencies and take a holistic approach
13 towards addressing the needs of
14 Philadelphia children and families. CHOP
15 has found great success in this model
16 with our own co-location of services at
17 the Nicholas and Athena Karabots
18 Pediatric Care Center in West
19 Philadelphia. In addition to 56 exam
20 rooms, space dedicated to radiology,
21 hearing and vision testing, and a
22 phlebotomy laboratory, it is also home to
23 several of CHOP's community outreach
24 programs that strive to improve the
25 well-being of children. The Karabots

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2 Center has partnered with Kids Smiles to
3 provide comprehensive oral health and
4 nutrition education in the waiting areas.
5 Our Early Head Start program helps
6 low-income pregnant women and families
7 with children under age 3 develop skills
8 to enhance their children's growth and
9 development. Services include effective
10 parenting classes, pest management
11 workshops, positive relationship
12 seminars, first aid and CPR
13 certification, nutrition instruction and
14 cooking classes, and school readiness
15 activities. Our Reach Out and Read
16 program distributes more than 136,000 new
17 and gently used books each year by
18 primary care doctors and nurse
19 practitioners, who incorporate Reach Out
20 and Read's evidence-based model into
21 regular pediatric checkups by advising
22 parents about the importance of reading.
23 Our Refugee Health program offers refugee
24 and asylee children from birth through 18
25 years of age an initial health

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2 assessment, follow-up care for
3 refugee-specific health issues, and help
4 integrating into ongoing primary care.

5 The model of integrating
6 primary healthcare with other community
7 services will be replicated again at a
8 co-located facility in South
9 Philadelphia. The plan relocates two
10 existing clinics, a CHOP-owned pediatric
11 primary care practice currently located
12 in South Philadelphia and the City-owned
13 health center, which serves children and
14 adults in one building. This space will
15 also include new facilities for the South
16 Philadelphia Branch Library and rec
17 center. The new health center will allow
18 the City to expand its provision of
19 dental care, prenatal care, mammography,
20 and a wide range of other healthcare
21 services for children and adults.
22 Additionally, integrating the health
23 center, a library, and a recreation
24 center will allow CHOP and the City of
25 Philadelphia to create a complex that

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2 offers clinical care, wellness,
3 prevention, and literacy services to
4 improve health outcomes for children and
5 adults in South Philadelphia.

6 The creation of School-Based
7 Family Service Centers in the schools
8 will also complement the breadth of
9 services already provided by CHOP in
10 select schools throughout Philadelphia.
11 CHOP has a longstanding presence in the
12 Philadelphia area community, working in
13 partnership with families and community
14 groups to promote health and wellness
15 among children. Serving our communities
16 is integral to our mission and the reason
17 for creating programs that address the
18 most emergent health issues for our
19 children. We have a financial commitment
20 as well. In 2013, CHOP invested over 475
21 million in community benefit activities.
22 This includes over 25 million in charity
23 care and subsidized health services and
24 over 18 million in community health
25 improvement programs.

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2 CHOP takes great pride in our
3 ongoing commitment to partner with
4 community organizations to find lasting,
5 sustainable solutions to improve the
6 health and well-being of Philadelphia's
7 children. Some examples of this work
8 include our Healthy Future partnership
9 with Independence Blue Cross, the
10 Violence Prevention Initiative, the I
11 Know You Should 2 campaign, and the
12 Health Resource Center at West
13 Philadelphia High School.

14 The Independence Blue Cross
15 Foundation, CHOP, the Vetri Foundation,
16 the Philadelphia Union, and schools in
17 the five-county area joined forces to
18 launch a partnership called Healthy
19 Futures funded by the IBC Foundation.
20 The goal is to help students eat right,
21 get fit, and stay well. CHOP's nursing
22 department supports the Stay Well
23 component, visiting schools to record
24 child wellness metrics, improve school
25 health screening rates, and ensure all

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2 students are given the proper resources
3 to maintain good health.

4 The Violence Prevention
5 Initiative is a CHOP-wide effort to
6 interrupt the cycle of violence. VPI
7 combines clinical practices,
8 trauma-informed care, community
9 partnerships, and research to address
10 bullying and assault reinjury and
11 domestic violence.

12 One of the signature programs
13 of VPI is the Partner for Prevention
14 program. P4P employs a whole school
15 approach to reduce student and school
16 exposure to violence and aggression by
17 integrating a classroom-based program for
18 3rd to 5th grade students with prevention
19 strategies for the playground, teaching
20 staff, and community setting. This
21 program helps prevent bullying, improves
22 school climate, and increases staff
23 communication and teamwork. The program
24 implements the Preventing Relational
25 Aggression in Schools Everyday, or PRAISE

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2 program, to teach young problem-solving
3 strategies in order to decrease
4 aggression and bullying, while supporting
5 teachers in developing a productive and
6 positive classroom climate. Playground
7 and lunchroom staff learn strategies for
8 effective communication and supervision
9 in the lunchroom and playground settings,
10 and resources and workshops are offered
11 to the community to more effectively link
12 home-school partnerships.

13 At the middle school level, VPI
14 is starting a pilot project in two middle
15 schools called Free2B. Launched this
16 past May, this interactive multi-media
17 program provides 3D projection, surround
18 sound, and laser lights, as well as
19 handheld remotes that allow students to
20 become part of the presentation. This
21 enhances their educational knowledge
22 about peer bullying and the impact it can
23 have on students in the schools.

24 In 2011, Councilwoman Blackwell
25 asked CHOP to respond to the high rates

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2 of sexually transmitted diseases in
3 Philadelphia teens and work with other
4 community organizations and the City to
5 address it and increase the rate of
6 testing. I Know You Should 2 was
7 launched in 2012. This campaign
8 encourages Philadelphia teens who are
9 sexually active to take control of their
10 health by getting routine screenings for
11 STDs and to encourage their peers to do
12 the same. I Know You Should 2 relies
13 heavily on social media to both spread
14 the message and foster honest, respectful
15 conversation among peers.

16 In collaboration with the
17 School District of Philadelphia and
18 Access Matters, CHOP also staffs a
19 reproductive health resource center at
20 West Philadelphia High School. The teens
21 receive counseling, education, and
22 referrals to health services at CHOP's
23 Cobbs Creek and Karabots facilities in
24 West Philadelphia. Between 50 and 75
25 students visit the center each month

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2 during the school year.

3 I close today by commending
4 this Committee for not only investigating
5 the issue, but for also helping to
6 identify a solution for it. The
7 establishment of School-Based Family
8 Service Centers will help achieve
9 efficiencies needed for Philadelphia
10 families and will complement the range of
11 community-based services that CHOP
12 provides.

13 Thank you for inviting CHOP to
14 participate, and I am happy to answer any
15 questions.

16 COUNCILWOMAN BLACKWELL: Thank
17 you very much. We likewise -- this
18 explains one of the reasons why CHOP is
19 number one, of which we are also proud
20 since it's in my district as well. And
21 we thank you for all that CHOP does and
22 we thank you for -- I remember the
23 meeting when we talked about health
24 resources, and I thank you for your work
25 on sexually transmitted diseases and

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2 myriad other areas. Thank you very much.

3 MS. GIBBONS: You're welcome.

4 Thank you.

5 COUNCILWOMAN BLACKWELL: Thank

6 you.

7 (Witness approached witness
8 table.)

9 COUNCILWOMAN BLACKWELL: I
10 served on this Board once, so you know I
11 like it.

12 MS. WEEKS: Good morning,
13 Councilwoman.

14 COUNCILWOMAN BLACKWELL: Good
15 morning.

16 MS. WEEKS: On behalf of Ira
17 Harkavy, the Director of the Center for
18 Community Partnerships, who couldn't be
19 here today, I'd like to thank the
20 Education Committee for the opportunity
21 to submit this testimony regarding the
22 resolution to establish a program,
23 entitled "School-Based Family Services."

24 As Councilwoman Blackwell well
25 knows, for over 25 years the Netter

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2 Center for Community Partnerships has
3 worked to create a similar model by
4 developing with our school partners in
5 West Philadelphia innovative
6 university-assisted community schools
7 that educate, engage, and empower and
8 serve all members of the community in
9 which the school is located.

10 University-assisted community schools
11 focus on the school as the core
12 institution, the hub, for community
13 engagement. We have worked to bring the
14 vast resources of the University,
15 particularly through our academically
16 based community service courses -- those
17 are courses that engage faculty and
18 students in and with the community as
19 part of the course requirements -- to
20 support the educational, recreational,
21 health, and social service needs of the
22 students, their families, and the broader
23 community.

24 The Netter Center currently
25 works with Comegys, Huey, and Lea

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2 Elementary Schools as well as Sayre and
3 West Philadelphia High School, and as the
4 Councilwoman knows, we were formerly
5 working with University City High School
6 and Wilson until they closed. The Netter
7 Center operates programs after school,
8 school days, and during the summers.
9 They provide, for example, academic
10 enrichment in which core subjects such as
11 STEM and literacy and support activities
12 in the arts, particularly in music, which
13 is so lacking in our schools, and
14 academic tutoring and mentoring.

15 Sayre High School also houses
16 the Sayre Health Center, a federally
17 qualified health center, which serves not
18 only students but the entire community
19 and is staffed by Penn doctors, as well
20 as faculty and students from Penn Dental
21 Medicine.

22 Just a few highlights of the
23 programs that are part of our
24 university-assisted community schools and
25 engaged schools with the families in the

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2 community through these partnerships. As
3 I noted, extended learning programs meet
4 the needs of the community for safe
5 spaces for children after school that
6 provide academic, cultural, and
7 recreational activities for young people
8 as well as adults. The Netter Center
9 runs after-school programs for all of its
10 K to 12 students, as well as providing a
11 range of adult programing such as
12 financial literacy.

13 Our College Access and Career
14 Readiness program offers comprehensive
15 supports to students, including
16 individualized cohort and school-wise
17 activities. The students are provided
18 academic tutoring, guidance in college
19 selection, as well as a better
20 understanding of the mechanics of the
21 college admissions process, including
22 financial aid. Workshops for parents are
23 also included in the program. We try to
24 make sure we engage the family, since
25 this is a major activity for young

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2 people. A summer six-week college boot
3 camp we are offering the last couple
4 years for seniors about to enter college,
5 trying to avoid the summer meltdown
6 syndrome, and these boot camps include a
7 college-level chemistry program and
8 psychology course that is taught on
9 Penn's campus, as well as a college prep
10 101 type program that helps the students
11 address issues they're going to face in
12 college, including time management, study
13 skills, all those other soft skills
14 students need to be successful in
15 college.

16 Dance for Health is another one
17 of our university-assisted community
18 school programs. This program was
19 developed by a Penn nursing faculty
20 member and her students in collaboration
21 with Sayre High School students and Sayre
22 Recreation Center. Driven by the concern
23 for reducing high levels of obesity and
24 Type 2 diabetes in the community, the
25 program uses dance to successfully

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2 include more exercise to improve health
3 outcomes. The weekly dance program not
4 only engages young people, but all their
5 families, and the recreation center
6 continues it in the summer at the
7 community's request when the nursing
8 students are no longer there.

9 A Health Sciences Pipeline
10 program is also integrated into the high
11 school curriculum at Sayre, with
12 opportunities for students to work on
13 campus with Penn medical faculty and
14 students in areas of neuroscience,
15 cardiology, and infectious disease.

16 We have also adapted our
17 university-assisted community schools
18 model nationally, originally through
19 various seed funding sources that we had
20 through our grants, and scattering this
21 idea across the country helping other
22 universities develop it, running training
23 workshops and conferences, and now we are
24 funding regional training centers on this
25 model currently in Tulsa and

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2 Indianapolis, and we hope to have our
3 next one selected shortly. The
4 Philadelphia Higher Education Network for
5 Community Development, which is a
6 consortium of over 30 higher ed in our
7 region, whose staff is based at the
8 Netter Center, is also expanding its
9 VISTA-supported school-based coordinator
10 program this year to work now with 13
11 schools, up from six last year,
12 throughout the District in helping them
13 to bring community resources to the
14 schools to meet their myriad needs.

15 The holistic approach proposed
16 by the resolution we think is a sound
17 approach, one we have been developing and
18 implementing with Philadelphia's public
19 schools and our community partners to
20 help provide supports and resources for
21 children and their families, advance the
22 learning and development of public
23 schools as well as the Penn students, and
24 transform and empower our neighborhoods.
25 We would be most pleased at the Netter

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2 Center to collaborate with the City as
3 this School-Based Family Services program
4 is developed.

5 Again, thank you for your time
6 and interest.

7 COUNCILWOMAN BLACKWELL: Thank
8 you so much for your myriad programs. I
9 remember at the beginning when we were
10 trying to figure out how to expand it
11 over the end of the school year and
12 obviously into summer and the next school
13 year, but obviously you all have done
14 quite well. We commend you for all that
15 you give.

16 MS. WEEKS: Thank you.

17 COUNCILWOMAN BLACKWELL: All
18 that you give, all that you do. Give
19 Dr. Harkavy our best.

20 MS. WEEKS: I will. Thank you
21 very much.

22 COUNCILWOMAN BLACKWELL: And
23 thank you as well.

24 Rear Admiral, Dr. Salus,
25 President Salus. Thank you.

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2 (Witness approached witness
3 table.)

4 DR. MITTELMAN: Good morning,
5 Councilwoman Blackwell.

6 COUNCILWOMAN BLACKWELL: Good
7 morning.

8 DR. MITTELMAN: I'm honored to
9 appear before you today. My name is Dr.
10 Mike Mittelman and I'm the President of
11 Salus University. We're located in
12 Elkins Park just over the City line in
13 Cheltenham Township, Montgomery County.
14 Salus University offers doctoral-level
15 degree programs in optometry, audiology,
16 and biomedicine and Masters' degrees in
17 physician assistant studies, occupational
18 therapy, public health, speech language
19 pathology, and low vision and blindness
20 rehabilitation and education. Salus
21 University has had a long history of
22 partnering with the Philadelphia public
23 schools. We also operate several clinics
24 offering optometric and audiological
25 care. Our main clinic, The Eye

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2 Institute, located on West Godfrey Avenue
3 in Oak Lane/Fern Rock sections of
4 Philadelphia, with two satellite clinics
5 located in Chestnut Hill and East Falls
6 sections in the City. The Pennsylvania
7 Ear Institute is located in Elkins Park
8 on our main campus.

9 I retired from the Navy in June
10 of 2013 with the rank of Rear Admiral,
11 having served as Deputy Surgeon General
12 of the Navy. I worked closely with
13 multiple healthcare professions over the
14 course of my 33-year naval career and
15 have extensive knowledge in multiple
16 healthcare disciplines and integrated
17 healthcare delivery to diverse
18 populations such as ours here in
19 Philadelphia.

20 I am testifying today in
21 support of City Resolution 140613,
22 entitled "School-Based Family Services,"
23 and to explain from our perspective at
24 Salus University why establishing
25 School-Based Family Service Centers will

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2 be valuable to both school-aged children
3 of Philadelphia and to the community at
4 large.

5 There is no better investment a
6 community can make than in the youth of
7 their people. Our experience has taught
8 us that advancing health equity for
9 children and families in urban settings
10 is challenging at best. The economic
11 downturn of 2008 and the years that
12 followed probably exacerbated the health
13 disparities that already existed. Even
14 in a time of economic recovery, record
15 numbers of families, disproportionately
16 people of color, have been pushed into
17 poverty or near poverty, creating an
18 increased risk for poor health. Many of
19 the safety net programs that have
20 provided basic health and economic
21 security are no longer viable options for
22 the families. Despite the many
23 challenges associated with an uncertain
24 economic environment and the challenging
25 socioeconomic realities of many families,

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2 there are opportunities for public and
3 private collaborations that can
4 positively help correct health
5 disparities. We believe school-based
6 family service centers represent a very
7 unique solution to addressing the
8 healthcare needs of children and
9 families, as well as the many other
10 socioeconomic challenges that impact
11 academic and economic success.

12 Healthy People 2020 defines
13 health equity as the attainment of the
14 highest level of health for all people.
15 To achieve health equity, there must be a
16 collective effort to address the social
17 inequalities, economic injustice, and to
18 eliminate health and healthcare
19 disparities. At a minimum, SBFSCs will
20 provide access to quality care in a
21 supportive environment with a family's
22 community. Of note, one of the goals of
23 Healthy People 2020 is to improve the
24 visual health of the nation through
25 prevention, early detection, timely

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2 treatment, and rehabilitation. The
3 objectives of Healthy People 2020 Vision
4 address screening and examinations for
5 children and adults, early detection, and
6 timely treatment of eye diseases and
7 conditions, injury prevention, and the
8 use of vision rehabilitative services.

9 The challenge to attain health
10 equity and eliminate health disparities
11 for disadvantaged children and families
12 has been framed by many scholars and
13 researchers. They speak of the many
14 factors that contribute to poor health,
15 including socioeconomic status, physical
16 environment, and the inadequate access to
17 healthcare, racism, and educational
18 inequalities. We are here today to talk
19 about the way in which we can move
20 forward to eliminate health disparities
21 in Philadelphia's children and families.

22 Public Citizens for Children
23 and Youth, PCCY, which I know you're
24 familiar with, a Philadelphia child
25 advocacy group, studied the issue of poor

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2 vision in Philadelphia's public schools.
3 In its 2008 white paper, "A Problem We
4 Don't See: The Status of Children's
5 Vision Health in Philadelphia," reached
6 several very alarming conclusions to
7 include:

8 There are 35,000 to 40,000
9 moderate to low-income children in
10 Philadelphia with vision problems that,
11 if left undiagnosed and untreated, will
12 compromise performance in school. Over
13 13,000 children who failed the
14 state-mandated vision screenings never
15 received comprehensive eye care.

16 Additionally, according to the
17 U.S. Center for Disease Control and
18 Prevention, nearly two in three children
19 in our nation do not receive a vision
20 exam or screening before entering school
21 despite the significant benefits of early
22 detection.

23 Regrettably, these CDC
24 statistics and the troubling conclusions
25 from PCCY that spoke to the need for

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2 comprehensive vision care for
3 Philadelphia children in 2008 still
4 remain true today. An astonishing 80
5 percent of all learning during a child's
6 first 12 years is obtained through
7 vision. This fact alone speaks to the
8 imperative that all children should
9 receive a comprehensive vision and ocular
10 health examination as part of their
11 school readiness package. Experts inform
12 us that only 14 percent of children in
13 the United States have received that
14 comprehensive vision exam by age 6. This
15 percentage is even higher in children
16 living in poverty.

17 To put things further into
18 perspective, we know that vision
19 disorders are the fourth most prevalent
20 class of disability in the United States
21 and the most prevalent handicapping
22 condition in childhood. Early detection
23 increases the likelihood of effective
24 treatment and allows for actions to
25 decrease the negative impact of these

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2 disorders. As previously mentioned,
3 however, an alarming number of preschool
4 children do not receive vision care
5 before starting their academic life.
6 With virtually any health problem or
7 disease, early detection is central to
8 the implementation of effective treatment
9 modalities and favorable outcomes. And
10 I'll also add cost savings. Childhood
11 vision disorders must be addressed early
12 to effect positive outcomes. Compounding
13 the lack of early detection, undetected
14 and untreated eye disorders such as
15 amblyopia, strabismus or uncorrected
16 refractive errors are major health
17 problems and they are associated also
18 with the inability of these children
19 affected by these disorders to master
20 higher math concepts, reading
21 comprehension, and spelling.

22 As you know, 80 percent of
23 children in Philadelphia are racial
24 minorities, and 82 percent of the City's
25 public school children are considered

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2 economically disadvantaged. It is widely
3 acknowledged that poverty and race
4 represent contributory factors to health
5 disparities. While this is often the
6 case regarding poverty, the opposite also
7 holds true. If we recognize education as
8 the pathway out of poverty, then it is
9 our societal and community obligation to
10 remove all these barriers to academic
11 success. Poor vision is an absolute and
12 significant barrier to excellent
13 classroom performance. Academic success
14 that results in improved graduation rates
15 and more students pursuing a college
16 education offers the greater benefit of
17 uplifting an individual out of poverty.
18 When these individuals are no longer
19 living in poverty, their health
20 disparities are often eliminated or at
21 least minimized. Ensuring quality vision
22 care in support of a child's education
23 represents a small price to pay for
24 ultimate benefits that can include health
25 equity, academic success, enhanced

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2 self-esteem and many other personal and
3 professional growth opportunities. It
4 cannot be overstated that academic
5 success provides the basic roadmap of the
6 repeating cycle of poverty that plagues
7 many Philadelphia families.

8 In summary, clearly the health
9 of our children and families is a serious
10 public health concern that is best
11 managed by an effective interdisciplinary
12 team approach as proposed by this
13 resolution. Timely and efficient
14 implementation of this program, combined
15 with early definitive intervention, will
16 improve the socioeconomic outcomes of our
17 city's children and families and
18 consequently their neighborhoods.

19 Baseline medical services as
20 defined in the SBFSC document must
21 include effective assessment of the
22 student's visual capacity and the impact
23 of good vision on a student's
24 performance. Just as important, vision
25 services must include a mechanism to

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2 ensure timely referrals to appropriate
3 vision specialists for definitive vision
4 care. A vision screening, as mandated by
5 the Commonwealth of Pennsylvania, is a
6 relatively short examination, as you
7 know, that can indicate the presence of a
8 vision problem or potential vision
9 problem. In most cases, however, a
10 vision screening cannot diagnose exactly
11 what is wrong with an individual's eyes.
12 Our data suggests that while children may
13 receive appropriate screenings,
14 two-thirds of those ever screened never
15 receive the care needed to mitigate their
16 correctable vision disorders. It is the
17 comprehensive care rendered by a licensed
18 ophthalmic practitioner that's an
19 absolute requirement for a child who
20 fails a visual screening.

21 Let me close by saying that
22 Salus University is uniquely positioned
23 to assume an integral role to work with
24 the SBFSCs in ensuring the visual health
25 of Philadelphia's children and families.

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2 We look forward to working more as this
3 moves forward, as it is an extremely
4 important initiative for the City.

5 I want to thank you for your
6 time, and I'm available to answer any
7 questions you might have.

8 COUNCILWOMAN BLACKWELL: Thank
9 you, President Salus. We want to thank
10 you for your time and patience as well.

11 Any questions?

12 (No response.)

13 COUNCILWOMAN BLACKWELL: Thank
14 you very much. Thank you for your
15 excellent testimony. We look forward to
16 maintaining communication on these
17 issues.

18 DR. MITTELMAN: Thank you. We
19 look forward to working with you.

20 COUNCILWOMAN BLACKWELL: Thank
21 you.

22 We're going to interrupt our
23 schedule for a moment to call forward
24 Ms. Vanessa Garrett Harley, Commissioner,
25 Department of Human Services, City of

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2 Philadelphia, and Mr. Robert Reed, the
3 Executive Assistant, U.S. Attorney,
4 United States Attorney's Office. Then
5 after that, we'll go back to Barbara
6 Mattleman, Judith Robinson, and Dennis
7 Lee.

8 (Witness approached witness
9 table.)

10 COUNCILWOMAN BLACKWELL: Thank
11 you, and thank you for your patience.

12 COMMISSIONER HARLEY: Thank
13 you. Good afternoon, President Clarke,
14 in his absence, Chairwoman Blackwell --

15 COUNCILWOMAN BLACKWELL: Yes.
16 He's on a TV taping or something. He'll
17 be back. Thank you.

18 COMMISSIONER HARLEY: -- and
19 other members of City Council. My name
20 is Vanessa Garrett Harley and I'm the
21 newly appointed Commissioner for the
22 Department of Human Services.

23 COUNCILWOMAN BLACKWELL: We
24 don't know you well, but we will before
25 it's all over, we're sure.

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2 COMMISSIONER HARLEY: I'm sure.

3 COUNCILWOMAN BLACKWELL:

4 Welcome.

5 COMMISSIONER HARLEY: Thank you
6 for the opportunity to testify today on
7 Resolution No. 140613 regarding
8 School-Based Family Services.

9 The mission of the Department
10 of Human Services is to provide and
11 promote safety, permanency, and
12 well-being for children at risk of abuse
13 and neglect. Ensuring the safety and
14 well-being of the students in the School
15 District of Philadelphia is of critical
16 importance to the success of the children
17 and certainly the future of our city.
18 Collaboration with government agencies,
19 including our fellow agencies under the
20 Office of Health and Opportunity, the
21 Philadelphia School District, and other
22 stakeholders, is necessary to achieve
23 this goal.

24 I'd like to take this
25 opportunity to share with you some of the

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2 good work that we've done to increase
3 educational stability and well-being for
4 children involved in child welfare and
5 juvenile justice.

6 According to the recently
7 published study by the Policy Lab at the
8 Children's Hospital of Philadelphia,
9 approximately 17 percent of Philadelphia
10 School District students have been
11 involved with the child welfare or the
12 juvenile justice system. We recognize
13 this fact at DHS and are fully committed
14 to supporting the social and educational
15 well-being of DHS-involved students as
16 well as all students in the District.
17 Through our work in the schools and with
18 our out-of-school-time programs, DHS
19 works to improve the quality of lives for
20 children, in coordination with the
21 District and other agencies and
22 organizations that provide services to
23 children.

24 In 2009, under former
25 Commissioner Ambrose, DHS created the

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2 Education Support Center to improve
3 educational stability, continuity, and
4 well-being for children involved with
5 DHS. The staff in this center
6 collaborates with the School District to
7 eradicate educational barriers for
8 children and to work to ensure students
9 entering foster care can remain in their
10 schools. Education liaisons work with
11 School District staff, Behavioral Health,
12 and DHS staff to make sure children can
13 succeed in the school setting. We are in
14 the process of actually moving the
15 Education Support Center staff from DHS
16 to be co-located in the 440 North Broad
17 Street building at the School District in
18 order to strengthen our existing level of
19 collaboration by allowing our staff to
20 have direct school staff and services.
21 It is through these direct meetings with
22 School District staff that we are able to
23 learn information and provide necessary
24 support.

25 During FY15, we are expanding

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2 our staff in the Education Support Center
3 from 19 staff members to 45. We are
4 deploying two educational liaisons to
5 work in schools within each of the ten
6 geographic regions under Improving
7 Outcomes for Children. In addition, one
8 liaison will be assigned to each region
9 to troubleshoot service barriers and
10 assure linkages for children ages birth
11 to 6. Finally, we will be assigning five
12 liaisons to work on issues of post
13 secondary transitions and educational
14 enrichment for teenagers who are involved
15 or who have been involved with DHS.

16 DHS is also responsible for
17 funding and overseeing a network of
18 approximately 200 developmentally
19 appropriate after-school and summer
20 learning programs for more than 13,000
21 youth in grades K through 12. DHS
22 invests over \$20 million each year to
23 support these programs. The
24 out-of-school-time programs are an
25 important part of DHS's prevention

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2 efforts that are designed to promote
3 health, physical, social, educational,
4 and emotional development. We partner
5 with the District, the Free Library, and
6 the Department of Recreation for
7 out-of-school-time programs.

8 Finally, as you know, we are in
9 the process of fully implementing
10 Improving Outcome for Children, a
11 community-based design to deliver child
12 welfare and prevention services to
13 children and families in Philadelphia.
14 It is the expectation that these agencies
15 will serve as neighborhood hubs of
16 resources and interventions for children
17 and families to receive necessary social
18 services or referrals for services. In
19 fact, we are exploring locating two of
20 the community umbrella agencies within
21 District schools. This will allow for
22 close coordination of social services
23 around well-being and educational issues.

24 Thank you for allowing me to
25 testify today. I look forward to working

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2 with you on this most important issue,
3 improving the lives of the children and
4 families in Philadelphia, and I'll be
5 happy to entertain any questions that you
6 may have.

7 COUNCILWOMAN BLACKWELL: We
8 thank you for your important testimony.
9 We're glad to hear about your investment
10 in this issue and that you're moving to
11 440 where the issue is, at least
12 administratively. Thank you very much.

13 Are there any questions?

14 (No response.)

15 COUNCILWOMAN BLACKWELL: If
16 not, then we will move forward to the
17 Executive Assistant, Executive U.S.
18 Attorney.

19 Thank you, Commissioner.

20 COMMISSIONER HARLEY: Thank
21 you.

22 (Witness approached witness
23 table.)

24 MR. REED: Good afternoon.

25 It's my privilege to be here. Thank you

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2 very much for inviting me and as a
3 representative of the U.S. Attorney's
4 Office.

5 I should just tell you as
6 background that I've been in the
7 Department of Justice for more than 30
8 years, and for most of that, I've been --
9 I've worked actively as a federal
10 prosecutor. So it may seem somewhat
11 unusual that I would be invited to be at
12 a hearing like this. Well, I will tell
13 you that our office, and I believe the
14 Department of Justice more generally, has
15 taken the position, I believe wisely,
16 that we can't just arrest our way out of
17 the crime problem, and I think that's --
18 I can't say universally accepted, but
19 certainly it's accepted by my office and
20 that is the way we're moving forward.

21 COUNCILWOMAN BLACKWELL: Thank
22 you. Excuse me. Would you give your
23 name formally for the record.

24 MR. REED: I'm sorry. It's
25 Robert K. Reed, R-E-E-D.

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2 And so in my job as a federal
3 prosecutor, I've certainly seen I can't
4 tell you how many shootings, homicides,
5 stabblings, horrendous things that one
6 person has committed against another. In
7 fact, since 2001, there have been over
8 20,000 people shot in the City of
9 Philadelphia. I think I've seen almost
10 every one on my BlackBerry, cell phone,
11 whatever, since that time. So I'm well
12 aware of what's going on in Philadelphia
13 as well as this region.

14 In 2010, our office embarked on
15 a very substantial violence prevention
16 initiative as well as prisoner reentry
17 initiative, and in 2012, we were asked by
18 the City; that is, the Managing
19 Director's Office, to go to Strawberry
20 Mansion and assist in the high school and
21 work with the high school on bringing in
22 violence prevention programs,
23 anti-bullying programs because of the
24 consolidation of two other high schools
25 that were closing. So we met that summer

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2 with Linda Cliatt-Wayman, the principal
3 at Strawberry Mansion, and we started our
4 partnership, which I think has been an
5 extraordinary and unprecedented
6 partnership ever since. We have -- as a
7 matter of fact, I was with Ms. Wayman
8 yesterday afternoon for two and a half
9 hours and we discussed 17 different
10 initiatives, programs, efforts that my
11 office is involved with with Strawberry
12 Mansion, which, again, given everything I
13 know that our office has done or not done
14 over the past years, this is truly
15 extraordinary. And so we felt that we
16 needed to really be a part of and a close
17 partner with Ms. Wayman.

18 And so some of the things we
19 did, including helping get a football
20 team for the school, was the first time
21 in 50 years the school had ever had a
22 football team, unbelievably, and they
23 went undefeated last year. And
24 Ms. Wayman asked can we try to make them
25 a varsity team, and so this fall we will

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2 have the first-ever varsity football team
3 at Strawberry Mansion High School. And
4 the Council President has indicated he
5 would like the school to play at a field
6 at 33rd and Diamond where they just put
7 up some lights.

8 I tell you this because this
9 was an effort not only to help the school
10 and the students and the morale at that
11 school and to give people positive
12 efforts and activities to be involved in,
13 but it was also good for the community,
14 as the community showed up at these games
15 last year. And we're actually having a
16 tailgating party before the first-ever
17 home game on September 20th where we're
18 going to give out backpacks and school
19 supplies to all the children in the
20 Strawberry Mansion neighborhood. This is
21 part of the effort that we're making.

22 So we saw very early that our
23 effort was to assist not just the school,
24 Strawberry Mansion High School, but the
25 community and that the two are

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2 integrated, and that if you didn't help
3 the one, the other was going to continue
4 suffering. And so we brought in things
5 like youth courts, which helped -- and I
6 believe some of you may know about this.
7 This was a way -- it's to try to stop the
8 school-to-prison pipeline, so that
9 students would become their judges and
10 juries of their own peers and to use
11 restorative justice as a means to resolve
12 the disputes and the problems that came
13 up. And Ms. Wayman has been totally
14 supportive. Not only we started, I
15 should say, youth courts in Strawberry
16 Mansion, we've done -- we started one in
17 the 7th grade in Ethel Allen Elementary,
18 which is a feeder school into Strawberry
19 Mansion, as well in Dobbins and other
20 places around the City.

21 As part of our efforts, we
22 started a film program, which actually
23 won an award at the Kimmel Center for the
24 best documentary film. This was
25 something that was funded by our office.

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2 We started a program called Voices of
3 Youth, which was an anti-bullying
4 program, a leadership program, again,
5 funded by our office. We helped start --
6 as a matter of fact, when they announced
7 that the Strawberry Mansion High School
8 was not going to close in, I believe, the
9 late winter of 2013, we actually helped
10 put together something called Strawberry
11 Mansion Day or Thank You Day on April
12 27th, 2013 where we brought in Jeremy
13 Maclin. I think he just hurt his
14 hamstring, but he'll be ready for the
15 season. Anyway, Jeremy Maclin came in
16 and we had about 200 people there, food,
17 activities, and we started a community
18 garden. That community garden, which is
19 right across from the school, now has 72
20 raised beds, 48 that have been adopted by
21 the community, 24 for the new culinary
22 arts program. And I might point out that
23 we have just funded a youth coordinator
24 for that culinary arts program to work in
25 the school and for the community.

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2 So all of this -- and I
3 literally could talk -- and I know that
4 there's a lot of people here who have
5 been waiting a long time. I could talk
6 for hours about this, but I will tell you
7 that I also -- I felt that one of the
8 needs for me and our office was to get
9 out into the community. And so we have
10 really met with a lot of the people in
11 the community. Among them are the
12 Strawberry Mansion Faith-Based Coalition
13 which started in August of 2013, the
14 Strawberry Mansion CDC, and various other
15 programs. And one of the things they
16 wanted was to see L.P. Hill, which is an
17 elementary school, which is connected via
18 an auditorium and a lobby with Strawberry
19 Mansion. So with that in the back of my
20 mind, in April of this year, I met with
21 representatives of NET, NorthEast
22 Treatment Centers, which is the community
23 umbrella agency for the 22nd District.
24 Never met them before. They said they
25 were looking for space. I suggested

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2 initially Strawberry Mansion. Then I
3 suggested maybe we can talk to the School
4 District and see if they'll reopen L.P.
5 Hill as a community center.

6 So I contacted Karyn Lynch, who
7 was here earlier. She was incredibly
8 gracious. She connected me with other
9 people, and we started a dialogue with
10 NorthEast Treatment Centers and a number
11 of other organizations to reopen L.P.
12 Hill.

13 I got to tell you, I've been in
14 court and had lots of highs and lows in
15 my career, but there have been very few
16 higher highs than I've had than going
17 into L.P. Hill the other day to see that
18 the school has been reopened. The NET
19 program is functioning. There's more
20 than 50 employees there. They've started
21 their renovations, and the School
22 District continues to be in negotiations
23 with other organizations to essentially
24 provide all sorts of services, from arts
25 to music, to dance, to parenting, to Head

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2 Start, to childcare, and the community
3 wants adult education. I have been in
4 touch with people to bring in computers.
5 As a matter of fact, I should tell you
6 one of the efforts we made was Temple
7 University has donated 33 computers to
8 Strawberry Mansion High School. I am
9 trying to get the same thing for a
10 computer center for the community at L.P.
11 Hill. The idea here is to make this a
12 full-service community center,
13 essentially a one-stop shop location
14 where the students are on one side, but
15 they can go to the other side. The
16 parents can go to the one side and the
17 community can go to one side, but all
18 sorts of issues and activities can be
19 dealt with in this complex that is
20 Strawberry Mansion.

21 I should also tell you on the
22 issue of healthcare specifically, over
23 the last year I've had, again, the
24 unusual opportunity of being the
25 facilitator to bring doctors from St.

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2 Christopher's and CHOP to Strawberry
3 Mansion to give physicals for student
4 athletes at Strawberry Mansion. And they
5 did it the first time a year ago in
6 August, and the next time will be August
7 20th, which it was just -- again, having
8 come there to see these doctors come in
9 and medical people do this was
10 phenomenal. And the students were given
11 an opportunity to get their physicals and
12 then the season started.

13 In addition, I've spent a lot
14 of time over the last four years learning
15 a lot about trauma-informed care, and so
16 one of the things that we have applied
17 for; that is, the U.S. Attorney's Office,
18 has applied for a Department of Justice
19 grant to provide funding to bring
20 trauma-informed care to the community of
21 Strawberry Mansion, because we understand
22 very clearly that some of the children,
23 some of the kids in these schools are
24 suffering trauma. There's no doubt about
25 it. And I've spent a lot of time with

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2 the fabulous doctors in the City talking
3 about this, and if we can assist not only
4 the students but their parents, the
5 families, I think that we can make a big
6 difference.

7 So, again, this is our effort.
8 We feel that if we can come in at the
9 front end and help stem the issues that
10 we see all the time, the illiteracy and
11 the lack of faith in the system, have a
12 better relationship with law enforcement.
13 Again, there are people -- and I've got
14 into now a lot of African American
15 churches where I'm the brother by a
16 different mother, and I go in and I have
17 been warmly accepted, but I think more
18 people need to do that and see the warmth
19 of this community. And as I see this, I
20 see the joy, and I really do feel a
21 transformation is going on, because they
22 feel that change is coming, change is
23 happening, and together with the great
24 people at the School District, Philly
25 Rising, the Mayor's Office, DHS, I think

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2 we are going to turn this around.

3 COUNCILWOMAN BLACKWELL: Do you
4 think you could clone yourself and come
5 to West Philly? No. I'm only kidding.
6 I couldn't resist it. But thank you.
7 You're just phenomenal. You're a one-man
8 institution.

9 MR. REED: Well, thank you.

10 COUNCILWOMAN BLACKWELL: Thank
11 you. Absolutely wonderful.

12 MR. REED: Thank you.

13 COUNCILWOMAN BLACKWELL: Thank
14 you so much. Thank you. The President
15 is doing a TV taping or he'd be in here
16 saying that, so I will thank you for him
17 and Strawberry Mansion. Thank you so
18 much.

19 MR. REED: Well, certainly we
20 can help and so --

21 COUNCILWOMAN BLACKWELL: Thank
22 you. No; I wouldn't dare. Thank you
23 very much. Thank you.

24 Barbara Mattleman, Judith
25 Robinson, Dennis Lee. Thank you for your

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2 patience.

3 (Witness approached witness
4 table.)

5 COUNCILWOMAN BLACKWELL: Thank
6 you so much for all that you do.

7 All of you know the Mattleman
8 name, and you just need look at her and
9 you see the Mattleman look as well.
10 Thank you.

11 MS. MATTLEMAN: Thank you.
12 Good afternoon.

13 COUNCILWOMAN BLACKWELL: Good
14 afternoon.

15 MS. MATTLEMAN: My name is
16 Barbara Mattleman and I'm the Executive
17 Director of Graduate! Philadelphia.
18 Thank you, Chairwoman Blackwell and
19 Councilman Oh, for having me here today
20 to talk about School-Based Family
21 Services Centers.

22 Graduate! Philadelphia is an
23 organization that works with comebackers.
24 Those are adults who have some college
25 credit and want to complete their degree.

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2 I joined this organization in January
3 2014, having worked closely with them in
4 my prior role as Director of
5 PhillyGoes2College and the Graduation
6 Coach Campaign, two initiatives with the
7 shared goal of helping students of all
8 ages earn a college degree.

9 Since 2008, Graduate!
10 Philadelphia has helped over 2,200 adults
11 return to college, with 500 graduating,
12 and both groups contributing an estimated
13 \$9 million in new tuition payments at
14 area colleges. We are currently working
15 with 1,300 adults who are exploring their
16 options. Over 70 percent of the
17 comebackers we serve are African
18 American, female, and heads of household.
19 Eighty-eight percent are ages 19 to 55,
20 and 90 percent earn less than 42,000,
21 with half of those earning less than
22 24,000, all live in the Philadelphia
23 area. They are motivated to return to
24 complete their degree, but need some
25 preparatory work in order to be

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2 successful, and they need supports to
3 make sure they stay in school and
4 complete their degree.

5 Our free one-on-one advising
6 services and supports are provided to
7 students from their first inquiry all the
8 way through college completion. We lead
9 a consortium of ten regional colleges
10 with proven success in their
11 adult-focused programming, such as online
12 learning, accelerated classes, acceptance
13 of prior credits and knowledge. These
14 colleges partner in providing services
15 and tracking outcome data. They are
16 Chestnut Hill College, Community College
17 of Philadelphia, Peirce College, Penn
18 State University - World Campus,
19 Philadelphia University, Rosemont
20 College, Rowan University, Temple
21 University, Thomas Edison State College,
22 and West Chester University.

23 Graduate! Philadelphia has
24 changed the public framing of adults
25 completing college from a narrative of

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2 personal failure to one of talent
3 potential. Helping adults complete
4 college and, relatedly, a new focus on
5 college retention and completion for
6 traditional college students is now an
7 economic development -- now on economic
8 development agendas throughout the
9 region.

10 Our five-year outcomes tracking
11 our 2008-2009 cohort shows that 1,298
12 individuals explored college options.
13 Fifty-three percent enrolled in a higher
14 education institution, and 60 percent
15 graduated or are still persisting in
16 degree completion after five years. Of
17 the 53 percent who are enrolled and took
18 classes every year, 79 percent were
19 successful in completing their degree.

20 So whenever we talk about
21 children and education, we have to talk
22 about their parents or the adults in
23 their lives. According to a Lumina
24 Foundation study, by 2020 two-thirds of
25 jobs will require a college credential.

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2 Helping an adult complete a college
3 degree allows them to find a better job
4 in good and bad economic times. And a
5 major risk for dropping out of high
6 school is not having an adult in the home
7 with a college degree. Every adult that
8 Graduate! Philadelphia or another
9 organization helps complete school helps
10 the young people in their lives complete
11 high school and college.

12 Adults who have a college
13 degree are happier, healthier, pay more
14 taxes, commit less crime, and require
15 less taxpayer assistance. Having a
16 degree directly correlates to employment.
17 In Philadelphia, which has one of the
18 highest poverty rates in the country,
19 this issue is even more important.

20 A recent Johns Hopkins study
21 noted that where children started out in
22 life had a large impact on where they
23 ended up. The study followed children
24 for 25 years and showed that a child's
25 early years greatly influenced their

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2 later life in terms of education and job
3 attainment. This study clearly indicates
4 the importance of helping to raise the
5 socioeconomic levels of all families in
6 order to influence the success of
7 subsequent generations.

8 Many of our families have to
9 work more than one job to make ends meet.
10 They need help figuring out how they can
11 reengage and complete their college
12 degree, as well as follow a course of
13 study in the subject area where they can
14 get a better job with family-sustaining
15 wages once they complete their degree.
16 Graduate! Philadelphia offers advising
17 services at the CareerLink offices
18 throughout Philadelphia for just this
19 reason. Adults go to CareerLink to get a
20 job, many of which require a college
21 degree. So our advisors can help them
22 figure out the best academic program and
23 learning module to fit their specific
24 needs so adults can go back to school and
25 then be qualified to get a decent job.

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2 Adults need help on how to
3 afford their degree while working part or
4 full time and taking care of their
5 families, and they need a support system
6 comprised of family members, community
7 members, and professionals who can help
8 them navigate their educational path.
9 Having services available at their
10 child's school, a place where they go on
11 a regular basis anyway, would greatly
12 increase the likelihood that they would
13 take advantage of services offered. Most
14 importantly, when children see their
15 parents taking care of themselves and
16 working to make a better life for their
17 families, they model similar behavior.

18 So while the idea of having
19 school-based services is not new, it is a
20 concept that has not been tried in
21 Philadelphia. At a time when our
22 schools, our children, and our families
23 need all the help and support they can
24 get, I believe this model would prove
25 successful. And I would be pleased to

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2 help develop this sustainability model
3 and put it into practice, and look
4 forward to working with the
5 Councilmembers as well as my colleagues
6 at other organizations to see this
7 project to fruition.

8 So thank you so much for the
9 opportunity to testify today. I would be
10 happy to answer any questions you might
11 have and continue working with you.

12 COUNCILWOMAN BLACKWELL: Thank
13 you so much. This is such an important
14 part of the lives of young people. We
15 thank you. And people who want to finish
16 school, it's so important, because they
17 just don't know where to go. So we thank
18 you for your life overall and your
19 commitment to education.

20 MS. MATTLEMAN: Thank you. If
21 you have questions, I'd be -- I have a
22 prior commitment that I need to go to,
23 but if you have other questions, I would
24 be happy to be in touch with you to help
25 you out.

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2 COUNCILWOMAN BLACKWELL: Thank
3 you. We'll stay in touch.

4 MS. MATTLEMAN: Thank you.

5 COUNCILWOMAN BLACKWELL: Thank
6 you.

7 Ms. Judith Robinson.

8 (Witness approached witness
9 table.)

10 MS. ROBINSON: Good afternoon.

11 COUNCILWOMAN BLACKWELL: Good
12 afternoon.

13 MS. ROBINSON: My name is
14 Judith Robinson and I'm here to testify
15 today on Bill No. 140613. I am here as a
16 grandmother. I am also representing
17 Strawberry Mansion Civic Association, and
18 for the first time, I'm testifying as a
19 duly elected committee person.

20 Some smart person said an ounce
21 of prevention is worth a pound of cure.
22 I would agree with that very much. The
23 first time -- and please bear with me. I
24 purposely have talking points, because I
25 like to hear other testimony that comes

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2 before me. So I'm going to interweave
3 some of that as I speak mostly as a
4 grandmother, but I'm clear that we need
5 to do something better about what's going
6 on in our schools. I'm very clear about
7 that. And because I'm a reader, I'm
8 always reading about anything I can get
9 my eyes on. So when I first heard about
10 community schools, it was from an article
11 in a New York paper where the new Mayor
12 is shifting his focus to community
13 schools and would like to have 100
14 schools in New York in the near future --
15 in the next four years, as a matter of
16 fact.

17 So my interest piqued up, and
18 one of the things that I noticed that was
19 very, very important about community
20 schools is that according to multiple
21 community school leaders, the model is
22 heavily dependent on years of trust
23 schools build with their communities.
24 Very, very important. Very important.

25 In that regard, I would ask the

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2 question, what are the benefits? What
3 are we trying to get to? What are we
4 trying to measure here? How long will we
5 implement this program before we will get
6 back some documentable evidence that this
7 paradigm is of value to our children,
8 mostly African American children in this
9 system, children who in the past we can't
10 seem to get quality education and are
11 proficient in this?

12 I just saw an article last week
13 as we were begging for more money from
14 the state to educate our children that
15 about 80 percent of our youth are not
16 proficient in English and math, the
17 basics. That's what education is about.
18 So I ask the question, who will measure
19 this program?

20 Is this about helping the
21 community helping our children? I'm
22 hearing DHS. I'm hearing Department of
23 Justice, law enforcement agencies and/or
24 agencies that deal with crises. So you
25 have to go through a crisis in order to

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2 get some attention. I'm clear. But I
3 want to make sure that prevention,
4 preventive measures are taken, because we
5 know what the results are after you get
6 in the system.

7 Community schools, I understand
8 that we're in a process of designing a
9 new paradigm for education. I'm real
10 clear on that, very clear. And on the
11 surface, this community school sounds
12 like a great idea. When I read the
13 article, I thought great idea. But
14 where's the community input? Where are
15 the meetings?

16 Let's switch to Strawberry
17 Mansion, for instance. I don't think
18 anybody testified more, worked any harder
19 than I did to keep Strawberry Mansion
20 school open. It's documentable. Check
21 the records. But I was shocked, shocked
22 when I found out that the Department of
23 Justice had been financing things going
24 on in the school after the fact, the
25 garden, the Rah-Rah Day. I saw the

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2 youth, smart, beautiful youth, in action
3 with the Youth Court. I was shocked by
4 that, because they were talking about
5 closing the schools down. I was saying
6 to myself, how did you have all this
7 going on, which it was able to pump up,
8 when the school wasn't to be closed after
9 it was -- the decision was made that the
10 school was not going to be closed? All
11 of the sudden, all these things popped
12 up. The garden popped up. I watched it.
13 It was amazing to watch. I was saying to
14 myself, how the heck was this going on
15 and I'm downtown fighting about the
16 school being closed or not?

17 So something is very strange
18 about these goings on where you don't
19 have community input from the very
20 beginning.

21 I'll go back to this article.
22 Multiple school leaders said that this
23 model is heavily dependent on years of
24 trust that these schools build with the
25 community. How can you build trust when

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2 you don't even want to talk to me? You
3 want to be disrespectful. You want to go
4 around the process to include me. This
5 agency that's now at Leslie Pinckney Hill
6 School, which by the way is named after
7 one of the greatest educators period,
8 this school has now reopened with this
9 behavioral health system in it. We just
10 had meetings last week to meet the folk,
11 to find out that they had 50-some jobs,
12 et cetera. It would have been nice to
13 have met them before they were in our
14 school. They're already there. We said
15 what we would like to have done if
16 schools had to be proposed. We had great
17 proposals, nutrition, better ways of
18 dealing with our children, preventive
19 measures, but we can't get a word in
20 edge-wise, but somebody is already in the
21 school. It's not even been closed one
22 year.

23 You know, I try to keep
24 cohesive testimony here, but it's
25 emotional, because I don't think anybody

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2 works any harder than I do, advocate any
3 more than I do for my children. These
4 are my children. You know, I have a
5 4-year-old grandson. I'm not here just
6 because I don't have anything better to
7 do. I don't think anybody knows any more
8 about children than I do. All these
9 folks, you know, with all these programs,
10 the most important testimony I heard
11 today was from Dr. Noah Tennant, talking
12 about prevention, not giving up excuses,
13 you know, solution-oriented based stuff.
14 We can't get that done if we're talking
15 to people who are going to stand to
16 profit by behavioral health, grants from
17 the government. I don't want a grant
18 that's connected to crime. Strawberry
19 Mansion has been through hell. Did you
20 all read the article in the City Paper
21 about over decades, black men have been
22 allowed to kill each other. They know
23 each other. That's the neighborhood I'm
24 from. They were naming families that
25 have been there two, three generations.

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2 You allow them to kill each other up,
3 then you come with some grant from some
4 department of somewhere because
5 Strawberry Mansion has the most violent
6 school in the whole nation. How about
7 some prevention? We know what they need.
8 We know what the solution is prior to all
9 this murder and mayhem. Then you come
10 running with some program. Now you want
11 to tell me after the fact? Come on, you
12 all.

13 I mean, you know, some of this
14 stuff, I think we could do much better.
15 I think we can be really respectful of
16 each other and stop being violent just in
17 your process. Your process is out of
18 order, disconnected, and wrong.

19 Some other testimony that I
20 read today, the main goal of these
21 schools is to address poverty-created
22 obstacles to student achievement such as
23 under and malnourishment, substandard
24 housing, effective crime. You're talking
25 about economic development. You're

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2 talking about economic development. Why
3 should I have to run around trying to
4 figure out whether somebody is going to
5 work on a PHA house that you're building
6 in my neighborhood? We got to cry for
7 you to get some people on a job. That's
8 what stops some of this mess. Come on
9 now.

10 We act like we don't get it, we
11 can't figure this out. All these folks
12 here are going to get paid off of our
13 babies not doing right. How about if we
14 prevent them? How many people can we put
15 out a job? How many people can we shut
16 down? How many of these businesses can
17 we shut down? Because it seems to me all
18 you're offering the African American
19 community is day care for their babies,
20 grandma can't day care no more. So she
21 got to go and get a license and all this
22 two, three things in order to take care
23 of some children. You want to offer us
24 that as a hustle, as some kind of
25 economic development.

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2 Then we go with the behavioral
3 health. You know, somebody got to be
4 drunk, crazy, out of their mind in order
5 to get corrected again. Can we deal with
6 some of this prevention, please?

7 I don't know how you get to
8 right from wrong. I just don't know how
9 you do it.

10 I'm not going to beat a dead
11 horse, because I'm going to sure keep my
12 eyes on this stuff that's going on. I'm
13 going to reach out to some of these folks
14 who testified today and see what they
15 really are working with, you know. I'm
16 going to hope that Strawberry Mansion --
17 they got the tailgate. I'll be all a
18 part of that too, see what I could do to
19 help. But you know what? I'm going to
20 say as we move through this process
21 again, another program, I'm going to
22 close out by saying an ounce of
23 prevention is worth a pound of cure, and
24 I hope that we can get to some prevention
25 before our children turn on us.

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2 Thank you very much.

3 COUNCILWOMAN BLACKWELL: Thank
4 you very much.

5 (Applause.)

6 COUNCILWOMAN BLACKWELL:

7 Mr. Dennis Lee, Chief Deputy
8 Commissioner, Office of Commissioner
9 Stephanie Singer, City of Philadelphia.
10 Thank you so much, and thank you for
11 being here, your patience, and all that
12 you do.

13 (Witness approached witness
14 table.)

15 DEPUTY COMMISSIONER LEE: Thank
16 you. Good afternoon, Madam Chair,
17 Councilwoman Jannie Blackwell, to all
18 those who are gathered. I thank you for
19 the opportunity to share on Resolution
20 140613.

21 Democracy is not free. It is
22 defended all over the world by brave
23 women and men each and every day. Here
24 in America casting your vote is one way
25 of assuring democracy will be in

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2 existence for the future.

3 Too many of our fellow
4 Philadelphians have devalued the
5 importance of casting their vote. That
6 is evident from the last primary held on
7 May 20th, 2014 when over 800,000
8 Philadelphians did not vote. One factor
9 of low turnout is the lack of voter
10 education from the local level to the
11 President of the United States.

12 Commissioner Singer and myself see the
13 School-Based Family Services as an
14 opportunity to start the conversation at
15 an early age and as a family of what
16 democracy is and what it can do when
17 people are informed, prepared, and
18 participate in the process.

19 We would recommend voter
20 registration forms, absentee
21 applications, voter education workshops
22 be located and held at various hubs. The
23 stability of our future as a nation,
24 state, and our beloved city,
25 Philadelphia, depends on understanding

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2 the power of the vote and using that
3 power in each election. Let's educate
4 our families about democracy early and
5 often.

6 Thank you so much.

7 COUNCILWOMAN BLACKWELL: Thank
8 you, Commissioner Lee. That's certainly
9 what the issue is about, and as you know,
10 we have many 18-year-olds in high school
11 and even older, and certainly we do need
12 to make our hubs places where young
13 people can learn to register and learn
14 what the importance of living in a
15 democracy is all about. We see it all
16 over the world.

17 Thank you very, very much.
18 Thank you.

19 DEPUTY COMMISSIONER LEE: Thank
20 you.

21 COUNCILWOMAN BLACKWELL: Thank
22 you again.

23 Susan Kretsge, Deputy Mayor of
24 Health and Opportunity, City of
25 Philadelphia; Dainette Mintz, Director of

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2 Office of Supportive Housing, City of
3 Philadelphia; Mr. Matthew Hurford, Chief
4 Medical Officer, Department of Behavioral
5 Health and Intellectual disAbility
6 Services for the City of Philadelphia.

7 (Witnesses approached witness
8 table.)

9 COUNCILWOMAN BLACKWELL: And
10 thank you all for your patience. I'm
11 sorry that we held you up so long. I'm
12 very, very, very sorry. And you know how
13 much we need you and appreciate you, so
14 please understand that. Thank you.

15 DEPUTY MAYOR KRETSGE: I'm very
16 happy actually to be sitting up here with
17 Ms. Mintz, because I know you appreciate
18 the work that she does for all of the
19 residents of the City. Dr. Hurford is on
20 his way and I expect him to be able to
21 join us shortly.

22 COUNCILWOMAN BLACKWELL: Okay.

23 DEPUTY MAYOR KRETSGE: So
24 Chairwoman Blackwell, thank you very much
25 for the opportunity to testify this

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2 afternoon on Resolution 140613. There
3 are several key points in the resolution
4 that are important to those of us who
5 work in the departments in the Office of
6 Health and Opportunity and they're
7 critical to our service delivery.

8 One focus is on the idea of
9 coordination and collaboration. That's
10 important, as I think you'll hear in the
11 work we do among the Health and
12 Opportunity departments, and it's
13 critically important to the relationship
14 that we have with the School District to
15 assure that we can meet the needs of
16 students. We have a strong relationship
17 with the District, an ongoing
18 collaboration with them, both at the
19 central office level and with individual
20 schools, to make sure that we can respond
21 to student body needs. I know you've
22 already heard from Commissioner Garrett
23 Harley on the work of the Department of
24 Human Services. Ms. Mintz will speak
25 about the work of the Office of

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2 Supportive Housing, and Dr. Hurford will
3 talk about the work done by the
4 Department of Behavioral Health and
5 Intellectual disAbility Services. I will
6 outline some of the key programs from the
7 Department of Public Health that are
8 relevant here.

9 As you well know, the Office of
10 Supportive Housing addresses issues
11 around homelessness and the prevention of
12 homelessness, and this, of course,
13 includes providing services to children
14 and families who are homeless or at risk
15 of homelessness. This work with the
16 District involves working to meet the
17 needs of students in the District who are
18 experiencing homelessness. As the DHS
19 Commissioner explained, they've more than
20 doubled the staff at the Education
21 Support Center to ensure that we can
22 support children in school settings, and
23 DHS continues to provide its robust
24 network of after-school programming.

25 As Dr. Hurford will discuss,

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2 the Department of Behavioral Health and
3 Intellectual disAbility Services provides
4 more than \$74 million worth of treatment,
5 assessment, and prevention services using
6 data on both student need and school
7 request in order to tailor the services
8 provided in schools. Any school that
9 desires prevention services may request
10 and receive them.

11 The Department of Public Health
12 provides information on prevention and
13 treatment of sexually transmitted
14 diseases and HIV/AIDS to over 30,000
15 students per year through education and
16 peer counseling, and through the high
17 school STD screening program, voluntary
18 testing and education is offered to
19 students, and Health Department staff
20 members return to schools to treat
21 students who test positive. Condoms are
22 available to students, both through
23 dispensers in 11 schools and through the
24 screening program.

25 Additionally, Public Health

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2 provides training and regular
3 consultation to School District staff on
4 topics such as the legal requirements for
5 vaccination for students, vaccine
6 preventable disease prevention and
7 control, and through the Get Healthy
8 Philly program, Public Health has worked
9 with the District on ways to implement
10 federal nutrition standards and increased
11 consumption of fruits and vegetables and
12 has assisted 25 schools in developing and
13 implementing youth-led activities to
14 increase physical activity.

15 The resolution also speaks
16 about neighborhood-based services, and we
17 know that's critically important in order
18 to ensure access for residents of the
19 City. Behavioral Health identifies areas
20 of the City where capacity is inadequate
21 and then adjusts the network of
22 behavioral health providers to meet both
23 geographic and cultural need. As you
24 know, the Department of Human Services,
25 as part of its implementing Improving

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2 Outcomes for Children, has embraced the
3 community-based neighborhood approach,
4 connecting and contracting with
5 neighborhood-based providers for both
6 prevention and child welfare services.
7 These agencies will focus on providing or
8 connecting families and children to
9 accessible local resources.

10 And now I want to close with
11 saying we've heard everybody's concern
12 and desire to provide for students in our
13 schools. I hope that you know the focus
14 of these departments, and frankly way
15 before this Administration as well, has
16 always been to provide for students in
17 our schools, all children in
18 Philadelphia, and support families in the
19 best way that we can.

20 I'd like to now ask Dainette
21 Mintz to speak for the Office of
22 Supportive Housing, unless you have
23 questions for me right now.

24 COUNCILWOMAN BLACKWELL: No, I
25 don't, and thank you, and we realize

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2 that.

3 Ms. Mintz.

4 MS. MINTZ: Good afternoon --

5 COUNCILWOMAN BLACKWELL: Good
6 afternoon.

7 MS. MINTZ: -- Chairwoman
8 Blackwell. My name is Dainette Mintz and
9 I am the Director of the Office of
10 Supportive Housing. OSH is the lead
11 agency for the City's response to
12 homelessness, including the provision of
13 housing to homeless individuals,
14 families, and children. Thank you for
15 the opportunity to share information on
16 the housing and services that OSH
17 provides for families and their children
18 in the emergency housing system.

19 In Fiscal Year '15, OSH will
20 fund 1,493 emergency housing beds for
21 homeless families. Over the course of
22 the fiscal year, OSH will provide housing
23 for up to 1,000 homeless children with
24 17,269,000 in General Fund
25 appropriations. Homeless families access

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2 emergency housing through a centralized

3 intake system, a national best practice

4 known as the Appletree Family Center.

5 Following are our most significant

6 programs that serve children and

7 families, along with information on how

8 these services are currently coordinated

9 with other providers and services within

10 City government and elsewhere.

11 OSH and the Department of Human

12 Services collaboratively established the

13 Emergency Housing Infant Screening

14 Protocol to support mothers with infants

15 0 to 4 months of age in developing

16 strong, healthy babies. A Healthy Baby

17 Intake survey is completed within 48

18 hours of initial placement in shelter to

19 identify and address any high risk

20 indicators, such as failing to thrive or

21 low or inadequate weight gain. Infant

22 care nurses weigh infants 0 to 4 months

23 every two weeks for up to 16 weeks to

24 track growth and development. Parents

25 receive assistance with locating and

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2 connecting to a primary care pediatrician
3 for regularly scheduled well child
4 appointments to ensure that infants
5 receive appropriate care in emergency
6 housing.

7 Partnerships: OSH partners
8 with the Public Health Management
9 Corporation to provide the following
10 programs and services for children:

11 Childhood Immunization
12 Program - children ages 0 to 5 presenting
13 for placement at the Family Intake Center
14 receive immunization screenings and
15 updates.

16 The Healthy Baby Program -
17 infants 0 to 3 months receive
18 developmental screening and their parents
19 receive counseling on proper healthcare
20 and nutrition.

21 Child and Adult Care Food
22 Program - food service programs in
23 OSH-funded family emergency housing
24 facilities receive training, food safety
25 certifications, nutritional counseling,

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2 menu development, and compliance
3 monitoring.

4 Early Childhood Behavioral
5 Screening - the Ages and Stages
6 Questionnaire is a 30-question
7 developmental screening tool for children
8 0 to 60 months that is administered in
9 all OSH-funded emergency and transitional
10 housing family facilities. Children
11 determined to need developmental support
12 receive referrals for services.

13 OSH collaborates with the
14 Temple University Kornberg School of
15 Dentistry to provide free dental care
16 services to homeless adults and children
17 residing in OSH-funded emergency housing
18 programs.

19 OSH partners with the
20 Children's Hospital of Philadelphia's
21 Homeless Health Initiative, which is
22 staffed by volunteer healthcare
23 professionals at CHOP who provide free
24 on-site medical and dental screening
25 services, access to healthcare and health

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2 insurance, referrals for ongoing care and
3 health education services to homeless
4 families and children housed in three
5 emergency housing facilities located in
6 West Philadelphia.

7 OSH collaborates with the
8 Philadelphia School District, the Office
9 of Student Enrollment and Placement on
10 the Education for Children and Youth
11 Experiencing Homelessness Program. The
12 ECYEH increases awareness about the needs
13 of homeless children and youth and makes
14 available services, including
15 transportation assistance, uniform
16 assistance, free and reduced meals, and
17 after-school enrichment program.

18 I thank you for the opportunity
19 today to share with you the services OSH
20 provides to families and children who are
21 experiencing homelessness, and I would be
22 happy to answer any questions you may
23 have following the testimony of my
24 colleague.

25 COUNCILWOMAN BLACKWELL: Thank

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2 you, Ms. Mintz. Every time you think you
3 know something, you learn so much more at
4 hearings like this. Thank you.

5 DR. HURFORD: Good afternoon,
6 Councilwoman.

7 COUNCILWOMAN BLACKWELL: Good
8 afternoon.

9 DR. HURFORD: Chairwoman
10 Blackwell. My name is Matthew Hurford.
11 I'm the Chief Medical Officer of the
12 Philadelphia Department of Behavioral
13 Health and Intellectual disAbility
14 Services, and I want to thank you for the
15 opportunity to be here this morning and
16 also to extend the kind regards of our
17 Commissioner, Dr. Arthur Evans, who
18 regrets being unable to attend. He is
19 out of state for this week.

20 The Department of Behavioral
21 Health and Intellectual disAbility
22 Services, DBHIDS, has an extensive
23 history of interdependent collaboration
24 with the School District of Philadelphia,
25 SDP, and other partners to extend

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2 behavioral health and intellectual
3 disability services to children and youth
4 in public school settings. The
5 Department commits over \$74,400,000
6 annually to provide school-based care,
7 including behavioral health prevention,
8 early intervention, assessment, and
9 treatment services. Each of these
10 initiatives was conceived and
11 operationalized in partnership with an
12 array of stakeholders, including the SDP,
13 the Department of Human Services, the
14 juvenile justice system, the Office of
15 Supportive Housing, as well as families,
16 service recipients, and other
17 constituents. Key collaborative
18 school-based efforts involving DBHIDS
19 include the following:

20 Mental Health First Aid - an
21 early intervention and public education
22 program that teaches community members
23 how to identify, understand, and
24 appropriately respond to individuals
25 experiencing behavioral health

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2 challenges. Collaboration with the
3 School District of Philadelphia has
4 culminated in the certification of 22
5 administrative staff to serve as youth
6 MHFA instructors. All school police
7 officers have also received MHFA training
8 over the course of the past year, and
9 ongoing monthly trainings are available
10 to any personnel employed by the SDP.

11 During the school closure
12 process last year, DBHIDS worked in
13 tandem with the SDP and the Department of
14 Human Services to support students
15 involved in treatment and ensure that
16 appropriate services transitioned with
17 them to their new school settings.

18 DBHIDS' clinical and liaison
19 personnel are deployed to serve as part
20 of a multi-disciplinary Student Support
21 Services Unit that includes DHS staff
22 based at the School District central
23 office. These personnel contribute to
24 efforts to monitor school-based services
25 and participate in programming decisions

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2 for students with complex or acute needs.

3 DBHIDS leadership and SDP

4 administrators, including the Deputy

5 Chief of Student Support Services, meet

6 monthly to jointly consider a number of

7 topics, including school-based

8 therapeutic programming and potential new

9 initiatives.

10 Therapeutic Emotional Support

11 Classroom, TESC, services are provided to

12 children identified by the School

13 District who have been determined to need

14 emotional support based on individualized

15 education plans, IEPs. This resource is

16 designed to advance the children's

17 academic progress while simultaneously

18 addressing their behavioral health needs.

19 Drug and alcohol prevention

20 services are available in public

21 elementary, middle, and high schools

22 across the City to enhance protective

23 factors through focused skill

24 development - substance abuse education,

25 problem and pathological gambling, drug

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2 resistance, conflict resolution, as well
3 as alcohol, tobacco and other drug
4 education. Criminal justice data and
5 dialogue with SDP officials assist in
6 targeting these interventions to schools
7 presenting the greatest needs.

8 Student Assistance Program
9 includes school-based services offering
10 consultation and assessments for students
11 identified by school staff who present
12 learning challenges that may correspond
13 to mental health and/or substance use
14 issues. Assessments are performed on
15 site at schools, followed by
16 consultations with students, families,
17 and school staff.

18 Therapeutic Staff Support
19 involves the provision of mental health
20 services for children and adolescents
21 guided by individualized behavioral
22 health treatment plans. Treatment plans
23 are developed in collaboration with
24 teachers, students, parents, and other
25 caregivers.

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2 Relationships between DBHIDS

3 and the leadership of numerous

4 child-serving entities, including the

5 SDP, are strong, enduring, and expanding.

6 These relationships serve as the

7 foundation for targeted, cooperative

8 efforts that converge to improve the

9 lives of thousands of public school

10 students and their families and to do so

11 with the maximum positive impact. The

12 Department is proud to stand with these

13 partners who share our commitment to

14 afford children and youth every

15 opportunity to overcome challenges and

16 achieve academic and personal excellence.

17 Thank you again for the

18 opportunity to testify this afternoon.

19 My colleagues and I in Health and

20 Opportunity would be happy to respond to

21 any questions you may have.

22 COUNCILWOMAN BLACKWELL: Thank

23 you very much. Let me say that although

24 you were late in the day, as Dainette

25 knows, these are the issues that are

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2 closest to my heart. And please give
3 Dr. Evans our best. You were fine. We
4 know if he were here, he would have
5 joined us as well.

6 Thank you all very much. God
7 bless. Thank you.

8 The Liguori Academy. Please
9 don't consider it that we didn't care
10 because you're here, but we thank you.
11 Please come forward, Mr. Michael Marrone,
12 who we've known a very long time, Mr. Pat
13 Wright, and Ms. Colleen Wisler. Come
14 forward. Thank you very much. After
15 that, Bernard and Mama Gail, we will hear
16 from you.

17 (Witnesses approached witness
18 table.)

19 COUNCILWOMAN BLACKWELL: We
20 thank you all for your patience and we're
21 grateful that you have decided to be
22 patient so that we could hear your
23 important testimony today. Thank you.

24 MR. MARRONE: Thank you very
25 much, Councilwoman, for inviting us today

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2 to be a part of this exciting resolution.

3 My name is Michael Marrone and I have

4 with me Pat Wright and Colleen Wisler.

5 We'd like to speak about this exciting

6 non-profit venture that we have called

7 Liguori Academy.

8 Liguori Academy, the concept of

9 it, started back in 2009 when we were

10 trying to address an issue in the

11 Catholic school system of what do we do

12 with our students who so many of them,

13 700 a year, who really are displaced at

14 the end of the year for academic or for

15 discipline problems. They end up leaving

16 our system. We wanted to provide an

17 opportunity for them to be able to

18 receive a second chance at a Catholic

19 education.

20 As we continued to do work and

21 formed our Board of Trustees and our

22 advisory group, we realized that there

23 was a larger audience than just the

24 students in the Catholic schools. And so

25 we applied for an incubation grant with

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2 the Philadelphia School Partnership and
3 was granted. In that time, we brought on
4 board Pat Wright. And Pat has much
5 expertise, in which he'll share with you
6 in a moment.

7 But we realized that there was
8 a larger market that existed within the
9 City of Philadelphia than just the
10 students coming from a Catholic
11 institution. We began to put together an
12 incredible marketing analysis in working
13 with the School District of Philadelphia
14 and working with the charter schools and
15 also other private schools. And we
16 looked at four major variables of
17 students - students that attend school
18 less than 60 percent attendance rate;
19 they've been suspended out of school more
20 than once; failing grades in reading and
21 in English and in math courses; scoring
22 below basic on the state's high tests,
23 the PSSA.

24 Interesting to know and it was
25 very shocking and I guess in so many ways

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2 realizing that there are over 9,000
3 students who will be 9th graders in this
4 upcoming school year that possess all
5 four of these characteristics. And with
6 a large number of students who possess
7 all four of these characteristics, they
8 then put themselves at a risk of what we
9 know to be students who are disengaged or
10 potential dropouts in the City of
11 Philadelphia. And we know firsthand and
12 from the wonderful men and women on our
13 Board who have done work also with the
14 research that the high number of dropouts
15 and the dropout rate significantly
16 increasing in the City of Philadelphia
17 that it poses a major threat to our
18 economy, it imposes a major threat to our
19 criminal justice system and, therefore,
20 something has to be done. And I say this
21 because we're operating as a non-profit,
22 a school not for profit and, therefore,
23 we put together, and with the work of
24 Pat, a school model that has much
25 success, a school model that has been

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2 very successful and started in European
3 countries and was brought here to
4 America. Pat was very successful in his
5 work that he has done in Fresno,
6 California as well as other schools that
7 he will share with you.

8 But we realized that if we
9 wanted to address this population of
10 students who are so disengaged and where
11 there is no prevention or intervention
12 taking place for these students, that we
13 need to -- we realized that we needed an
14 education opportunity for them that would
15 be project based but, not only that,
16 would link them into a career opportunity
17 for them, a pathway, so that when our
18 students graduate from Liguori Academy,
19 they have the opportunity to enter on an
20 entry-level position, making well within
21 good means, financial means, into various
22 corporations or in industries that exist
23 within the City of Philadelphia.

24 The students that attend
25 Liguori Academy would have an opportunity

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2 to major or be a part of four thematic
3 clusters - energy, information and
4 communications, health and life sciences,
5 professional and financial services. Our
6 model is very unique. It is not a trade
7 school and it is unlike any other model
8 that is beginning in the City of
9 Philadelphia or that already exists
10 within the City of Philadelphia. Our
11 model combines knowing and doing. Our
12 students not only will receive their high
13 school diploma upon graduation, but they
14 will also receive recognized
15 credentialing from industry.

16 So I say that because as a
17 non-profit, we seek to really service
18 this population in which there is no
19 competitor. There is no one actively
20 working to really reach this particular
21 population of students, this 9th grade
22 student class that begins this year in
23 all of our schools, both parochial,
24 Catholic, private, public, and also in
25 our charter schools.

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2 So I'd like to hand this over
3 now to Pat Wright, who has put together
4 this model for us and continues to work.
5 We have an anticipated opening of our
6 school of September 2015. And so I
7 wanted now to introduce Pat, who wants to
8 share a little bit more about the model.
9 But not only that, as we have for you,
10 Councilwoman, in our report here the
11 results of his school, this model that
12 we're bringing here to Philadelphia, from
13 Fresno, California, from Buffalo, New
14 York, and also from Chester,
15 Pennsylvania.

16 Pat.

17 MR. WRIGHT: Thank you.

18 As Mike mentioned, the basic
19 notion of this model is to combine
20 knowing and doing. But not only that, to
21 do it in the context of the most
22 challenged students in the community,
23 those students who do not read at grade
24 level, who are not performing in
25 mathematics and, as a result of that,

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2 have acting-out behavior that often
3 results in them being put out of the
4 school system.

5 So what we focused our efforts
6 on several years ago was a complete
7 redesign of the high school model from
8 the design of curriculum to the delivery
9 of that curriculum to students and the
10 ways in which that curriculum is
11 assessed, and in so doing, we found that
12 students are most engaged when what they
13 are learning has a direct impact on what
14 they view as reality and life after
15 school, and so oftentimes we separate
16 those things.

17 There are a lot of great
18 programs that have math and science and
19 language arts over here, and then when
20 you're done with that, you get to go to
21 the career and technology center and do
22 something exciting. Our idea is to
23 partner with business and industry in the
24 Greater Philadelphia area in four
25 thematic areas where the City has already

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2 determined most of the jobs are going to
3 be developed in the next decade and
4 determined what are the entry-level
5 skills and competencies required in
6 energy, in healthcare, and in business
7 and professional services and so forth,
8 and backward map those skills and
9 competencies all the way down to the 9th
10 grade and develop projects that are age
11 and grade appropriate. So as students
12 make their way through the program, which
13 focuses very differently on the knowing
14 I'll get to in just a second, but also on
15 the doing. So that as we're emphasizing
16 reading and mathematics proficiencies,
17 we're also emphasizing professionalism
18 and the work ethic. We're looking at
19 oral and written communication. We're
20 looking at teamwork and collaboration.
21 We're looking at critical thinking and
22 problem-solving skills as an integral
23 part of what happens in school every day.
24 On the knowing side, our school
25 will be a one-to-one laptop school.

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2 There are exciting programs out there
3 today that can diagnose reading
4 deficiencies down to specific skills and
5 deliver resources that are individualized
6 for students so that those deficiencies
7 can be addressed on an individual level.

8 Another unique component of our
9 school will be a component called Mission
10 Control. We'll have specialty-trained
11 instructional staff who will monitor the
12 data that's generated by students as they
13 work through math problems, through the
14 English language arts curriculum, social
15 studies, and science. By 5 o'clock every
16 afternoon, we will know who is making
17 progress in these academic skills and who
18 isn't but, more importantly, our day will
19 be structured so that the teams of
20 teachers can come together, discuss the
21 deficiencies students are having, the
22 challenges they're facing on a daily
23 basis, and put their heads together and
24 develop an intervention strategy for
25 tomorrow morning, not six months from

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2 now, but tomorrow morning, and to do so
3 in the context of things that kids are
4 really interested in. And if they know
5 that they can -- if they meet these
6 standards, if they get that benchmark
7 met, that they go the next level and they
8 eventually get to do something that not
9 only that they're interested in, but they
10 increasingly become passionate about.
11 And we all know that when students become
12 passionate, we don't have to worry about
13 if they're going to get up in the morning
14 and get on the bus and come to school.
15 They'll be there.

16 But then there's the other side
17 of making sure that those opportunities
18 are available and making sure that the
19 students are prepared for the
20 opportunities when they arise. And
21 that's another unique factor that I
22 really want to emphasize. And I think
23 we'll be the only school in Philadelphia
24 that will guarantee our graduates. If
25 they don't have value on day one, we take

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2 them back and retrain them at our own
3 expense. And in the projects we've done
4 so far, we've never had to do that, and I
5 would direct your attention to the
6 handout that you were given that really
7 focuses on results.

8 A lot of programs sound good,
9 but did the needle actually move. And if
10 you look at the project in California,
11 that study was done by the James Irvine
12 Foundation, and the thing we're most
13 proud of there is that the result was
14 that the graduates of this CART model
15 program, as a result of their
16 participation, it dramatically increased
17 the likelihood of college attendance
18 across ethnicity, gender, and economics.
19 And in the second paragraph, the results
20 for African American students were
21 particularly dynamic. Sixty-eight
22 percent of the students graduating from
23 this school successfully entered
24 community college compared to 32 percent
25 statewide.

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2 We replicated the program in
3 Buffalo, New York. The National Dropout
4 Prevention Center/Network that's
5 headquartered in Clemson University did a
6 study on that implementation. Their
7 conclusion was, This model is among the
8 strongest we've studied in the way it
9 employs proven strategies for students at
10 risk of not graduating. If given the
11 time, resources, adequate facilities, and
12 the opportunity to continue to implement,
13 respecting the fidelity of the
14 components, we believe that it can have a
15 significant impact on the students in
16 Buffalo.

17 And then, finally, the results
18 from Chester, Pennsylvania, and those are
19 on the final page of that particular
20 report. But the thing we're most proud
21 of there is that the students who were
22 involved in the program in Chester moved
23 an average daily attendance percentage of
24 prior to enrollment of 50 percent to over
25 87 percent. The population that we

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2 worked with had zero students graduating
3 and attending school. We were glad that
4 five of those students in the first year
5 went on to college. We took a 98 percent
6 out-of-school-suspension rate and lowered
7 it to a 2 percent rate, and the reason is
8 the development of an environment and a
9 culture where not only the students but
10 their families and the communities see
11 value in what's happening within that
12 school, that it is focused on students as
13 customers, it is focused on life after
14 school, and it takes a realistic view of
15 what's required to move students who have
16 experienced nothing but failure into a
17 more positive and productive attitude and
18 environment.

19 And we're particularly excited
20 about the response that we've seen here
21 in the Philadelphia area from business
22 and industry, who are more than willing
23 to come to the table and partner, to help
24 design this space, to identify the skills
25 and competencies that they're looking for

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2 and that are required, and to help us
3 build a program whereby we can make
4 claims like we'll guarantee our
5 graduates, and we certainly appreciate
6 the opportunity to come today and share
7 this information.

8 COUNCILWOMAN BLACKWELL: Well,
9 it's very, very exciting and we look
10 forward to working with you. We thank
11 you for taking so much time out of your
12 day, but it's very important, very
13 valuable, and we look forward to working
14 with you.

15 MR. MARRONE: Thank you very
16 much, Councilwoman.

17 COUNCILWOMAN BLACKWELL: Thank
18 you very, very much. Thank you.

19 Bernard, are you ready? And
20 thank you, Bill Miller, for bringing them
21 to us. Thank you. Bernard Johnson and
22 Mama Gail. After them, is there anyone
23 else who would like to testify? If so,
24 please see Benjamin Brock to my left.

25 (Witnesses approached witness

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2 table.)

3 COUNCILWOMAN BLACKWELL: Thank
4 you both for your patience.

5 Thank you again, Michael
6 Marrone and your entire team. Thank you.

7 MR. JOHNSON: Hi, Councilwoman
8 Blackwell.

9 COUNCILWOMAN BLACKWELL: Good
10 afternoon. Thank you both for your
11 patience. We've been at this a long time
12 now.

13 MR. JOHNSON: A long time.
14 Bernard Johnson, just for the record.

15 I didn't come really to speak
16 until I heard the District talking, and
17 then I asked to get on the agenda, and I
18 thank you for allowing that, Councilwoman
19 Blackwell.

20 I thought John Skief ran a
21 community school. I thought Harambee
22 Institute was a community school. I was
23 probably new to Philadelphia at that
24 time, but that's what I thought. So when
25 people say there hasn't been a community

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2 school -- a history of a community school
3 in Philadelphia, it raises a concern in
4 my mind. I thought that Ron Heigler and
5 A.J. Henley from what's called Greater
6 Philadelphia Health Action sponsored the
7 first of two community health centers
8 based in schools at Ben Franklin and
9 Bartram High School. I thought that when
10 the community health center at Bartram
11 High School closed, I thought we saw an
12 increase of infant mortality and low
13 birth weight babies and premature births.
14 I'm not tying all that into the health
15 center, but I know that the health center
16 was responsible at one time for the birth
17 of healthy children.

18 So when people sit here and say
19 that there's never been a community
20 school effort in Philadelphia, that
21 there's never been community-based health
22 centers in Philadelphia, I wonder about
23 that. And I wonder where Ron Heigler is
24 today. They service somewhere around
25 180,000 patients a year. They're

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2 federally qualified. They have about
3 seven health centers in a mental health
4 facility in Philadelphia, one in my
5 neighborhood on Woodland Avenue, one in
6 the Council President's area on
7 Huntingdon Park Avenue. And so I was
8 just wondering where those folks were in
9 the School District's presentation, which
10 made me want to just speak and kind of
11 remind the Chair and I'm sure you
12 remember, Councilwoman Blackwell, of
13 those efforts.

14 COUNCILWOMAN BLACKWELL: Not
15 only are you correct, you are right. I
16 am recalling we did have schools and
17 programs called community-based schools,
18 and I have in fact called Ron Heigler and
19 asked him to help people who have
20 contacted me, and he's always been open
21 and always supportive. So you are
22 correct.

23 MR. JOHNSON: Absolutely. So
24 we made this recommendation to Karyn
25 Lynch, who sat here this morning, and

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2 maybe through this effort, she'll
3 remember that.

4 Nutrition -- let me say this:
5 I can support the effort to coordinate
6 health services to families and children
7 of Philadelphia. And we've been at this,
8 like you said earlier, a very long time.
9 I think that you were one of the first
10 Councilpeople in the country to call
11 attention to this School District and the
12 teachers prescribing or saying to parents
13 that you need to put your child on
14 medication or on Ritalin before they
15 return to school. I think that was years
16 ago. And you responded to a lot of our
17 concerns around that and held those
18 hearings. So we've been doing this for a
19 long time. I just want to say that. And
20 I was one of the -- probably the third
21 Chair of the Philadelphia Healthy Start
22 program. So I just wanted to kind of lay
23 that out what our interest in healthcare
24 has been over the years. And my wife, as
25 you're aware, was at one point in time

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2 was called the lead lady because she was
3 doing all this lead education when
4 Estelle Richman was Health Commissioner.
5 So I just don't want to come up here like
6 we're joining in on this conversation.
7 We've been around this conversation for a
8 very long time.

9 And so one of my concerns about
10 health services -- I'm not concerned
11 about resources and those kind of
12 services being available in schools, but
13 I do have some concern about health
14 services coming out of schools when you
15 look at the, what I consider to be, the
16 violation of confidentiality of children
17 every day in school buildings, where
18 children are being disciplined in public,
19 taking medication on their own at the
20 water fountain without proper
21 supervision. Those kind of things
22 concern me. And mental health services
23 in schools that aren't probably -- you
24 have to be really careful how you provide
25 those services and protect the kids and

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2 the community's confidentiality.

3 And so we used to do health
4 centers with the old HMA with A.J.
5 Henley. Some of these folks may not even
6 know who the heck I'm talking about,
7 right? But with A.J, who was Ron
8 Heigler's boss. Dr. Lomax owned HMA, and
9 Tony Welders from down there in Florida.
10 Those folks who are some among the first
11 people in Philadelphia that really
12 expressed, in my view, that really
13 expressed an interest in children and
14 providing health services in schools.
15 And one of the reasons that it was a
16 challenge is because of some of these
17 buildings, you have to retrofit the
18 building. You got to close down doors
19 and open up hallways and open up new
20 entrances. And so you got to do all that
21 kind of stuff so that people have privacy
22 in terms of getting their health
23 services.

24 So I just -- I don't know where
25 the money comes from to do that. We

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2 don't have money to buy books, so I don't
3 know how we have money to turn doors
4 around. We tried to do that at
5 University City and we just couldn't get
6 it done, but we tried real hard to get it
7 done in University City, but the money
8 wasn't there to turn the entrance around
9 and do all these kind of things that need
10 to be done. So I just wanted to bring
11 that out.

12 And then I want to talk about
13 when managed care came about in 2000,
14 whenever it was, 1 or 2 or 3 or 4. All
15 those managed care companies just
16 couldn't wait to get into the schools,
17 couldn't wait, couldn't wait to do health
18 education, couldn't wait to provide
19 health services. They just couldn't
20 wait. The reason why they couldn't wait
21 is because they were in competition with
22 each other and needed members. That's
23 where the kids were. And as soon as they
24 reached their capacity, they pulled out.
25 They pulled out and left our kids and

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2 families just kind of like, you know, We
3 reached our capacities, we'll safely
4 provide you health services in schools,
5 you can get a blue contact lens, you can
6 get a green contact lens over here. They
7 tried to bribe people with all those
8 additional services, and as soon as they
9 reached their capacity, they pulled out.

10 And so, you know, our children
11 are really accessible in school
12 buildings. Our children are really
13 accessible in some of these school
14 buildings, and so you don't have to go
15 far. You can just open up a clinic in
16 schools and the kids will come. But
17 what's the quality of the care, right?

18 So when the health center at
19 Myers Playground opened years ago, this
20 whole thing around nurse practitioner
21 care that I heard here today, they spent
22 a lot of time talking to the community.
23 I was one of those community people that
24 just -- you know, I didn't know what
25 nurse practitioner service was. They

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2 spent a lot of time explaining what that
3 was. Now I hear this lady from
4 Strawberry Mansion say, well, it hasn't
5 been introduced to us. We got all these
6 services, but who are these people.

7 So if you're talking about
8 connecting health services to
9 communities -- and I'm getting older and
10 we're all getting older, and I come from
11 a period of time where we got our health
12 services through a doctor, not through a
13 nurse. I mean, the nurse was there, but
14 the doctor was responsible for the care.
15 So it takes a lot of time in the
16 community to educate the community about
17 who is going to be providing the
18 healthcare across the street and why
19 should I go there? Why should I not
20 continue to go to the doctor that I've
21 been going to for 20 years? Why should I
22 change? Just because it's across the
23 street? Well, you know, that doesn't
24 always make it better. It may make it
25 more accessible, but it doesn't

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2 necessarily make it better.

3 So I would encourage that
4 anything that we do would have a proper
5 amount of outreach and a proper amount of
6 education that goes along with it. And
7 everything that's good and close and free
8 ain't always good for you. That's one of
9 our problems here.

10 Someone talked about -- let me
11 do it this way: I guess one of the last
12 health centers that we helped HMA to open
13 was at Passyunk Homes. It took us about
14 three years to get that health center
15 opened, and then it took about six months
16 to close the development down. And so it
17 didn't last very long, but it was a
18 process. It was a process working with
19 the Tenant Council. It was a process
20 working with the Housing Authority. You
21 were around. You know what I'm talking
22 about. It was a process getting the
23 managed care companies together, to get
24 HMA together to put the money up, to find
25 the proper provider. That takes a

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2 tremendous amount of work. In the
3 meantime, our kids are sick.

4 And so I'd like to say that one
5 of the things that I didn't hear today
6 was the health education that needs to go
7 along with this piece. So when we're
8 doing Healthy Start, one of the outcomes
9 was is that women were getting more
10 doctor visits, but babies were still
11 being born with low birth weight because
12 the Centers for Disease Control suggested
13 that we need to look at the education,
14 the lack of the education that was going
15 along with the health services that were
16 being provided, because women were still
17 smoking cigarettes, women were still
18 drinking alcohol. And so even if they
19 went full term, the babies were being
20 born with low birth weight. And so the
21 education piece is critical.

22 And so around this whole thing
23 around community schools, my
24 understanding is is there's a couple
25 things happening with community schools.

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2 One is that you can take an education
3 approach, which the District seems to not
4 want to do very often, but to take an
5 education approach or you can take an
6 approach where you open up health centers
7 in schools.

8 And so I just want to remind
9 the Chair and the Council President, who
10 has joined us, I just want to remind you
11 that education is -- health education is
12 a very important piece of anything that
13 goes on. And not just for medication,
14 not just making it more convenient, but
15 the health education is critical as well.

16 And I'll wrap up in a minute.

17 I listened to the Department of
18 Justice just now, and I appreciate the
19 gentleman's work, but I don't know if you
20 remember, you know, we talk about
21 prevention or intervention or just people
22 making themselves feel good, but I
23 remember the grant that was to come
24 through the Department of Justice for
25 Paschall Homes five, six, seven -- I

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2 don't know how long ago. A few years
3 ago. It never got off the ground,
4 because there was a plan to close the
5 development and not to really save the
6 development. Now some of those children
7 are -- they announced they were closing
8 the development. The money disappeared
9 somewhere, as far as I'm concerned. You
10 know how I talk. But the money
11 disappeared somewhere. It didn't go to
12 those homes. It didn't go to those
13 children. The development closed. It
14 just reopened, but not the same way. So
15 some of those families are -- I don't
16 know where they are. Probably on the
17 homeless list, because their rent wasn't
18 paid. So they end up on the homeless
19 list. So they're now at Bartram, some of
20 those families. They're now at Tilden or
21 now at Bartram. I didn't hear those
22 schools on the list. I heard Southern.
23 I heard, you know, another school,
24 Strawberry Mansion maybe, but I didn't
25 hear those schools. So how do we take it

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2 to scale?

3 And so I submit to you this,
4 and I'm finished, there are
5 community-based organizations out here
6 that some -- I'll just name some in your
7 district that you're aware of because you
8 support them. Tom Henley and that Total
9 Commitment. I don't see them in the
10 School District's plan. Joe Parell has
11 been around for years, Parents Against
12 Drugs. He's doing a piece right now with
13 the Department of Justice. I didn't hear
14 that in the School District's plans,
15 where they're doing this video thing and
16 doing mentorships in barber shops, the
17 same way that Brother Rahim down in South
18 Philadelphia is working with folks. And
19 I ask you to look at the family
20 centers -- and I'm not here to push
21 anybody or to publicize anybody, but when
22 I mention Rahim's name, I suggest that
23 you might want to look at the family
24 centers that the Universal Companies has
25 and how those family centers are managed.

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2 There's one at every one of those
3 schools, one at Audenried, one at every
4 one of those schools, Daroff and Beaufort
5 in your district over there in West
6 Philly. That's your district over there
7 in West Philly.

8 So I would suggest that we look
9 at what's going on now and maybe get some
10 of those folks. I'm not suggesting that
11 you -- I'm not trying to tell you who to
12 invite to your table, but there's some
13 folks that have been doing this work for
14 years that are outside and the service --
15 some are servicing kids in the School
16 District, but they're not involved in the
17 School District. That might fit well in
18 this resolution.

19 COUNCILWOMAN BLACKWELL: We
20 agree.

21 MR. JOHNSON: Do we agree with
22 that?

23 COUNCILWOMAN BLACKWELL:
24 Absolutely.

25 MR. JOHNSON: And not to

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2 promote myself, but I certainly would
3 like to be a part of any small group that
4 has something to do with helping
5 coordinate services for children. But we
6 can't wait. Our kids are hurting. Our
7 families are hurting now. And so
8 whatever we can do to move this piece
9 along, I would really encourage it.

10 COUNCILWOMAN BLACKWELL: Thank
11 you. We thank you, and we acknowledge
12 there's so many people who are doing it
13 with no help and no funding.

14 MR. JOHNSON: May I say just
15 one thing? Just one more thing and I'm
16 quiet. All the services that I heard are
17 at the top level from the District. At
18 the top level. So the people who are
19 getting trained around -- I just got
20 trained about two years ago around this
21 Mental Health First Aid thing. They're
22 getting trained at 440. Half the people
23 that are trained are now probably laid
24 off. When does it trickle down to the
25 counselor at the school who, if she's

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2 there or he, who talks to the kids every
3 day? When does that information trickle
4 down or spread across so that it really
5 benefits the kids and families who are in
6 the schools and not people at 440? So I
7 don't care if DHS goes to 440. What we
8 need to go to 440 is Cheyney, Lincoln,
9 Howard, Morehouse, Paine and Princeton
10 and Yale. That's who need to go down
11 440, so they can help people put a plan
12 together around education. I just wanted
13 to say that.

14 COUNCILWOMAN BLACKWELL: Thank
15 you very much.

16 Mama Gail.

17 And anyone who is here for a
18 swearing in, this is our last person to
19 testify. I know they're going to use the
20 Chambers when we're done.

21 (Witness approached witness
22 table.)

23 COUNCILWOMAN BLACKWELL: Thank
24 you. Thank you, Mama Gail.

25 MS. CLOUDEN: Thank you. I am

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2 Mama Gail. For the record, I'm Gail
3 Clouden, C-L-O-U-D-E-N. I invoke the
4 love and the consciousness of Dave
5 Richardson, Roxanne Jones, my brother
6 Kintu, Dr. Ed Robinson, Dr. Hare and all
7 those ancestors that were great
8 inventors, activists, and educators that
9 we will never know the names of. I stand
10 in honor of them.

11 I stand for the children, for
12 the children that are here now, some of
13 the greatest and smartest children that
14 God has ever graced this planet with and
15 those that will be born. We have a
16 responsibility to all of them, not 1
17 percent, not 10 percent of them.

18 In honor of Queen Mother Audrey
19 Moore, I would love to be having a
20 conversation about reparations right now.
21 And I say it again: Reparations.
22 Instead, we're talking about other people
23 making money off our children and
24 families, while communities everywhere do
25 better for not caring about what happens

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2 to us after 5 or 6 o'clock. Whose
3 children are we really talking about
4 helping? Whose families are we really
5 talking about benefiting? Whose families
6 will benefit?

7 I used to start every workshop
8 with a quote from Moms Mabley. Moms
9 Mabley said, If you keep doing what
10 you've been doing, you're going to keep
11 getting what you've been getting. And
12 that's where we are right now.

13 My grandmother made transition
14 several years ago, but I remember as she
15 sat on the bed and listened to Irv Homer
16 as they were talking about economics, and
17 she was in her 80's, and she said to me,
18 Gail, how can that man be the same age as
19 I am, have \$200,000 to invest? And I had
20 to break it down to my grandmother the
21 same way I would break it down today to
22 people that look like us who are here as
23 volunteers, and so many have been in this
24 audience here and at 440 that don't look
25 like us who are making money, money,

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2 money, money.

3 I remember standing waiting for
4 the 105 bus when I was young and watching
5 as black women with their uniforms got on
6 the bus to go clean white people's houses
7 and raise their children, and I think now
8 as I look at what's happening in our
9 education system and how our children go
10 to school faster, smarter than any other
11 child and they end up by 3rd or 4th grade
12 being the dumbest. How is that possible?
13 And I said we have to begin to talk about
14 what it is we need to talk about.

15 Putting clinics in school, we
16 know about all these experiments that
17 have been done to our people. We know
18 about, what is it, Acres of Skin or Miles
19 of Skin where our men were injected with
20 all kinds of stuff that caused them
21 illness in the prisons. We know about
22 our ancestors who were given the blankets
23 and we know about other experiments that
24 have been done on our children.

25 I have a problem. I have a

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2 real problem when I think about clinics
3 in our school, because I was here in
4 Philadelphia 22 years ago when the
5 clinics were put in, the first clinics.
6 I was here, and guess what? There were
7 letters written up, and if parents did
8 not sign those letters and send them
9 back, their child was automatically a
10 member of the clinic.

11 I went into a school and I
12 asked the nurse, How many letters did you
13 send out, in a school that had 2,000
14 students.

15 She said, Oh, I sent out about
16 200.

17 I went and got the principal
18 and I brought him to her, Dr. Norman K.
19 Spencer. I brought him to her and I
20 said, Doc, this is the lady that says she
21 sent the letters out.

22 Now, I just told you, if a
23 parent did not sign the letter and send
24 it back, the child was automatically a
25 member of the clinic. All right? Now,

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2 the other side of that is because of the
3 child's rights, the parent could come up
4 if he or she knew that there was a clinic
5 in the school, he or she could come up
6 and ask about her child's treatment and
7 not get information because of the
8 child's privacy.

9 Our grandchildren -- my
10 daughter asked me to take one of my
11 grandchildren to the dentist. She said,
12 But, Mom, you can't go in the back.

13 I said, What?

14 She said, You can't go in the
15 back with the dentist and the child.

16 I said, I'm not taking him to
17 the dentist and I can't go in the back
18 while the dentist is working on him.

19 We have been separated from our
20 children. I know about CHOP. I went
21 when they had the open house and a doctor
22 spoke and said -- she was reading to the
23 child, and I'm saying what is wrong with
24 this picture that the doctor is reading a
25 book to the child? And people thought

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2 that was a great thing. How much money
3 was that package? How much money was
4 that program? The child would get at the
5 end of, I don't know, six visits or
6 what-have-you six books. How much money
7 was put into that program instead of
8 being put in the program for that parent
9 to be involved more with that child? How
10 do we keep allowing people to separate us
11 from our children?

12 I am here and I'm saying any
13 clinic that's put anywhere needs to have
14 oversight. We have been experimented on
15 too long and too much. The medication --
16 we looking at TV all the time about
17 side-effects. The perfect one is one
18 talking about the males with breasts, the
19 males with breasts as a result of some
20 drug that may have been given to the
21 person, right? We hear about all the
22 side-effects of medication. We talking
23 about now clinics in schools.

24 I was told by a psychiatrist
25 that each child that is diagnosed ADD,

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2 ADHD and some of the other diagnosis,
3 each one of them brings \$100,000 a year
4 in services or whatever, 100,000 a year.
5 And I keep saying, because I sat in a
6 meeting where people were talking about
7 last year putting clinics in schools, and
8 I went and asked him some questions, and
9 when he said \$100,000 a year, I have real
10 concerns with that.

11 I know people have lost their
12 jobs. I know people need work, and when
13 you talk about the way they talked about
14 the clinic, it will be in a school and
15 people from the outside can come in. The
16 children will come down and people from
17 the outside will come in. Now, it's not
18 like it's a free clinic. People are
19 going to pay.

20 We asked the School District
21 why you're talking about -- because we
22 heard that they were paying clinics --
23 one clinic was paying 20,000 a year. One
24 clinic was paying 12,000 a year. And
25 they talked about by the foot. They

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2 measured by the foot, square foot. So I
3 asked -- because it's hard to buy a
4 square foot a tile for \$5 or something, a
5 tile, one tile, floor tile. But that's
6 what they say they're paying. So we
7 asked was that correct, that the clinics
8 in the schools are paying \$5.80 a square
9 foot. So we asked about that. If you're
10 talking about you need money, why aren't
11 they being charged more.

12 So they said to us -- because
13 they came back and told us that the most
14 they can charge is about \$8, I think they
15 said, because of the bonds. I think
16 that's what they told us, because of the
17 bonds. I'm saying, something is wrong
18 with that.

19 And I'm going to say a couple
20 more things, if I can.

21 My concern is while people are
22 talking about cigarette tax and they're
23 talking about \$2 on a pack of cigarettes,
24 and we just saw a man choke to death over
25 loosies, as they're called in our

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2 neighborhood or whatever the case was,
3 that's what people talked about. Now, \$2
4 a pack -- and I'm going to go back to
5 that, because we see the senseless
6 violence in our communities all the time.
7 I don't know what happens when that man
8 was choked out, but I know that people
9 talked about cigarettes. And I'm saying
10 you're not talking about \$2 a pack tax on
11 cigarettes, when we have people coming in
12 the City that are paying 200, 300, 500,
13 800 thousand dollars for a home and don't
14 have to pay taxes for ten years, and our
15 people who are the parents and the
16 grandparents or guardians of these very
17 children that we're talking about are
18 struggling to hold on to the housing that
19 they've had, we have some serious
20 concerns. And when you talk about
21 clinics -- and I'm going to keep -- I'm
22 going to stand on that.

23 I know I have to go,
24 Mr. Clarke, but I'm going to stand on
25 that. Let me just say this.

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2 COUNCIL PRESIDENT CLARKE: All
3 right.

4 MS. CLOUDEN: I'm going to
5 stand on that. Our children deserve much
6 more than this. And all these people
7 that are clamoring to have a piece of
8 them -- and I keep talking about slavery,
9 but I will talk about the peonage age, in
10 between, after. You talked about
11 Michelle Alexander, Ms. Blackwell. You
12 talked about Michelle Alexander. There's
13 a movie also. There's a -- Slavery by
14 Another Name, and that's what we keep
15 saying -- that's what we keep seeing.
16 When we can't get work, when we're having
17 trouble getting work and we're out here
18 day and night, night and day, and people
19 are coming in, how dare people think that
20 we who manage plantations can't plant in
21 our neighborhoods? And they're getting
22 funding to come in and create gardens
23 when we ran the plantations.

24 I'm done. Peace and love.

25 Peace and love. Peace and love. We got

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2 to do better than this.

3 COUNCIL PRESIDENT CLARKE:

4 Thank you.

5 COUNCILWOMAN BLACKWELL: Thank

6 you, Mama Gail.

7 And let me note that

8 Philadelphia Youth Network, the President

9 and CEO, left their statement. It will

10 be part of the record as if they were

11 here to read it.

12 We thank you all. Thank you

13 for the swearing in. Congratulations.

14 And the Committee on Education is

15 recessed until the call of the Chair.

16 Thank you, Mr. President.

17 COUNCIL PRESIDENT CLARKE:

18 Thank you, Madam Chair, for a great

19 hearing. Thank you.

20 (Committee on Education

21 recessed at 2:20 p.m.)

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CERTIFICATE

I HEREBY CERTIFY that the
proceedings, evidence and objections are
contained fully and accurately in the
stenographic notes taken by me upon the
foregoing matter, and that this is a true and
correct transcript of same.

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