

Contracts for Excellence
Brooklyn Public Meeting, 9/16/09
I.S. 98
Public Comment

MS. LETTIERI-BAKER:

Just to give you some information about what Contracts for Excellence is or what C4E is. The Department of Education receives a portion of its overall budget in the form of foundation aid from New York State. While the state allows some of the increase in year over year foundation aid funding to be used for growth and general operating costs and investment in ongoing programs, the majority is subject to the provisions under Contracts for Excellence.

Contracts for Excellence support the following six buckets, or categories, in schools. Contracts for Excellence supports Class Size Reduction, which is impacted by overcrowding and we do see some of that in our district schools. Time on Task, which speak to academic intervention services. Teacher and Principal Quality Initiatives, and when we talk about that we talk about coaches in schools or professional development provided at the school level or even outside the school. Middle and High School Restructuring, which could include houses, teaming or other innovations at the middle school level, Full-Day Pre-Kindergarten and Model Programs for English Language Learners such as dual language programs or bilingual programs.

Funds are allocated to students with the greatest educational or academic needs and the populations that are most looked at when looking at how to distribute the C4E funding are English Language Learners, students in poverty, students with disabilities and students with low academic achievement or at risk for not graduating from high school.

2009/2010 is the third year of the C4E funding. It was first granted to New York City schools in 2007 and this is our third year of funding. Given the severe economic downturn faced by the state, the New York State held the funding black between fiscal year 10 and fiscal year 9 and it's currently projected no increase for fiscal year 11. So basically what that means is the allocations the schools received last year is the same exact allocation that the schools received this year. It's a maintenance of effort funding. So even though the cost of teachers increased and inflation impacted the schools and schools received less money in their general operating budgets, they are expected to do the

Contracts for Excellence - I.S. 98 September 16, 2009

same with their C4E allocations as they did in their proposed plan last year. So, again, these funds are not going to be -- there's no new funds and they are to be applied to what they were for new and expanded programs. Again it's maintenance of effort plan.

Of -- all of the allocations that are described in this plan are preliminary and contingent on further analysis of school basic conditions. What I'm showing you now is how the C4E plan was distributed by allocation across New York City. We'll get to District 21 specifically in a minute.

The first allocation, the target allocation to schools, was seventy-six million dollars or twenty percent of the entire allocation and when we talk about target allocations we're talking about new collaborative team teaching classes, new Autism Spectrum Disorder classes, L after-school programs, things of that nature.

Maintenance of effort money, thirty million dollars, or eighty percent, supports programs that are already in effect or preexisting programs in schools. Thirty-nine million was allocated to districtwide initiatives, or ten percent of the total allocation, and that speaks to Middle School Success programs, Multiple Pathway programs in the high schools.

And then the largest chunk or the largest bucket of the C4E allocation was 242 million dollars or sixty-three percent of the entire allocation and that's a discretionary allocation that will be seen in each school's CEP, those schools that did receive the funding.

In terms of how the funding was used in the city by programming area, and this is based on last year's distribution, thirty-nine percent went to Class Size Reduction, twenty-seven percent to Model Programs for English Language Learners, two percent to Full-Day Pre-K, ten percent for Middle and High School Restructuring, fourteen percent of the entire allocation to Teacher and Principal Quality and twenty-seven percent to Time on Task.

The next slide shows what's exactly in the schools. What we're talking about just now was citywide, now let's talk about what exactly is in the schools and this speaks to the discretionary funds allocated to schools for a total of 242 million dollars. Thirty-five percent went to Class Size Reduction, ten percent, Model Programs for English Language Learners, four percent, Middle and High School Restructuring, nineteen percent Teacher and Principal Quality and thirty percent Time on Task.

What follows is the description of that 242 million dollars which was sixty-three percent of the total contracted amount. This again is the

Contracts for Excellence - I.S. 98 September 16, 2009

discretionary allocations to schools. Schools received guidance that talked about the continuity of service for existing C4E programs that were in place in their schools for the past two years. If there was a change, though, in the student population or a change in instructional strategy in the school, those funds were able to be reallocated in a different program area. Again, this will be reflected in each school who received the distribution in their CEP and the CEPs for the 2009/2010 school year will be due by October 15th.

Next slide. Seventy-six million is the city's estimate in the category for targeted allocations to schools and again, we talked a little bit about this. The target allocation to schools goes for Collaborative Team Teaching classes, whether they were expanded, Full-Day Pre-K, the Autism Spectrum Disorder Program that exists across the city and English Language Learners' summer opportunities.

In terms of districtwide initiatives, thirty-nine million was allocated in this category. This will not appear in a school's budget. The department is required to attribute dollars that will impact schools as part of the citywide C4E plan; this is ten percent of the total contract amount. Seven million of that went to Multiple Pathways to help students graduate from high school, ten million for principal training, which speaks to the Leadership Academies' training of new principals and ongoing of principals that in place in schools. Five million for School Restructuring Initiatives, Seven million for year two of the L Success program and Middle School Success grants and ten million for college aid and prep for high schoolers who need that kind of support.

In terms of District 21, what you see here is the proposed discretionary spending in CEC 21. The PowerPoint calculations were incorrect. There was a separate handout outside that have the current and contingent allocations for the entire district. The district was awarded twenty-eight of its allocation, or 2.3 million dollars, to reduce class size in the schools that received the funding, 54.9% of the allocation or 4.6 million dollars went for Time on Task and again, that speaks to academic intervention or other programs the school decided to provide for students most at risk. 15.9 percent of the allocation or 1.3 million dollars went to Teacher and Principal Quality Initiatives and that speaks to professional development, coaches, how we're best supporting the teachers in our schools through professional development opportunities. And 1 percent went -- or ninety thousand dollars went to Model Programs for English Language Learners. The allocations, in terms of discretionary funding, was 8.4 billion or a hundred percent of the entire C4E budget.

In terms of the program strategy and how the District 21 schools plan to

Contracts for Excellence - I.S. 98 September 16, 2009

spend the funds by program strategy, you go down the list to see that 30.8 percent went to Class Size Reduction, over four million dollars, 42.7 percent or 5.8 million dollars went to Time on Task opportunities, Before and After-school Programs, Summer Programs, Dedicated Instructional Time or Individualized Tutoring. Teacher and Principal Quality, 11.8 percent or 1.6 million dollars, ten percent of the allocation, or 1.3 million dollars, went to Middle and High School Restructuring. 3.6 of the allocation or 493.8 thousand dollars went to full -- or increasing Full-Day Pre-K in some of our schools and .8 percent, or 108.9 thousand dollars, went to fund Programs for English Language Learners.

Just a special note on Class Size Reduction, as teachers' salaries rise, and remember I mentioned this as a maintenance of effort plan, funds are required, or more funds are required to maintain the same number of teachers as last year. So, while the funding is the same, it's not going to be enough to support the fact that teachers' salaries went up.

A lot of schools were impacted by register changes. We know that we have kindergarten wait lists in many of our schools in District 21, we know that we had to reduce the number of pre-K- choices for parents in District 21. Because some of our schools are overcrowded impacting low register where -- Class Size Reduction wasn't necessarily an option, for many of the schools that received C4E because of overcrowding. A lot of the schools did choose Class Size Reduction in order to lower the teacher ratio to avoid an increased class size and this could have again, been impacted by overcrowding.

What the city is very invested in doing is having the public comment on the C4E allocations to the schools. If you're interested in knowing what a particular school in District 21 received in terms of the C4E allocation, I invite you to speak to Pat Payne during the course of the meeting or after the meeting. She has the specific allocations.

Additionally, you can go to the contractsforexcellence@schools.nyc.gov website. That will give you the most recent numbers for the breakdown in District 21 and these will be adjusted as the state really looks at how the money is being distributed and it also will give you the allocation per school in District 21.

The public may comment on any aspect of the plan, including how schools are planning to spend their funds within the six allowable program areas, how you deal allocating to our new contracts funds to schools, how you deal with allocating funds for districtwide initiatives, New York City's Class Size Reduction Plan and the public comment

Contracts for Excellence - I.S. 98 September 16, 2009

process itself. For our public CEC meeting this evening, the process will include inviting you to step up to the microphone and if I or Pat cannot answer the question, it will be cached in our tape and it will be delivered tomorrow to the Contracts for Excellence team at the New York City Department of Education and all of your questions and answers to those questions will be posted on the DOE website. So we are inviting the public to comment now or to ask questions about the C4E allocation. And that includes any member of the board.

MS. SPEAKER:

I'm sorry. If anybody have any questions, for -- oh, gosh, for Contracts for Excellence, if they'd raise their hands if that if any questions that don't get answered today, it will -- somebody will get back to you. If you have any questions, if you think you have any questions, would you raise your hand? No questions? One? Okay, there's only one. Okay, since there's only one, I believe that should be able to get answered..

MR. SPEAKER:

(Indiscernible) actually one component simply that Steven Sidkowitz (ph.) was right around the corner asking to stop in (indiscernible) presentation (indiscernible) right around the corner, education is something that is very -- (indiscernible) to make sure (indiscernible) the time period these times. We've succeeded this year. So the torch is on to you. If there's anything we need to do, and the office is right around the corner, I'm also going to be around on a much more regular basis. (Indiscernible) anyone here can feel free to approach me at any time. I just would like to make sure that your priorities are known to (indiscernible) Stevenson (indiscernible).

MS. SPEAKER:

Thank you, (indiscernible).

MR. SPEAKER:

Indiscernible).

MS. SPEAKER:

Thank you so much.

(Applause)

MS. LETTIERI-BAKER:

We will discuss the C4E again in October. We want to give you some time to look it over and to visit the website and you actually can post your questions or comments on the website as well, that's correct. So, take it home, digest it a little

Contracts for Excellence - I.S. 98 September 16, 2009

bit, if you don't have any concerns or comments or questions this evening, we will allow some time for it in the October agenda as well. Thank you.

MR. SPEAKER:

Thank you.

(Applause)

MR. SPEAKER:

Ms. Karen DiTullo (ph.), please stand up. Where are you? (Indiscernible). And also, Mr. Sammy Ditrovanni (ph.), the CSN rep for (indiscernible). Stand up, please, let everyone know who you are.

(End of audio)