

**Contract for Excellence
CCHS Public Meeting, Hearing A, 9/29/09
Tweed Courthouse, 52 Chambers Street
New York, NY 10007
Public Comment**

MS. GORMAN:

Good evening. Thank you for coming tonight. I'm Elaine Gorman, I'm the Manhattan High School superintendent and the liaison for CCHS. We have, also, here tonight Tiffany Woolfson --

MS. WOOLFOLK:

Woolfolk.

MS. GORMAN:

-- Woolfolk, excuse me, from the -- she's the senior grants officer from the Brooklyn ISC who will also be here if there's something in particular about the financials that you need clarification about.

The process for tonight is that I'll be giving a presentation which will take about fifteen minutes. The presentation is then followed by public hearing. All public comments are being recorded. It is important that, when you give your public comment, if you choose to do so tonight, that you do so into the microphone. We are connected to the recorder which will be transcribed, as are all the public hearings throughout the city and at each CEC meeting.

It is with that public comment that the preliminary plan that I'm showing you tonight will be revised before it is submitted to the State Education Department. So with that introduction, I think we're ready to begin.

In the back, you have both the agenda with some information about public comment and a website -- e-mail address, rather, ContractforExcellence@schools.nyc.gov, where you can give public comment that you don't care to do tonight or that you want to do in addition to tonight. You also can ask questions of that website, and they will respond within forty-eight hours. Tonight is more to seek input as opposed to questions and answers, although if there is something that we can easily respond to with a hundred percent assurance, we will do so. But we want to make sure that you get the best and the fullest answer and the people who are responding to the e-mail are the best people for that. You also, if you choose not to do public comment either through tonight or through the website, if you write it down, I will also provide that to the people who are transcribing. In addition, there was a sheet that came off the Department of Education website that I provided for you, and that gives you the page that has all the links to more specific information.

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Again, this presentation represents a preliminary plan, and the final plan will be amended following all the public hearings and the public comment period, which ends on October 8th.

Originally, the Contract for Excellence was supposed to phase in over five years with the DOE receiving incremental funds each year on top of the new funds from the previous years. Because of the economic crisis, the state has only funded two years of the Contract for Excellence, hereto being called C4E. Even though we are now in year three, as there were no new Year 3 funds, we are just maintaining effort for programs from last year. The state is unclear about when they will be able to begin distributing the new C4E funds again.

You'll see a number of slides that are pie charts. During the first few, these numbers represent citywide K-12. Towards the end, you'll see some specific slides for the 435 high schools that are covered under the structure represented by CCHS. So these represent the entirety of the K-12 citywide C4E plan by allocation of funds. The total number is 387 million. You will see on a future slide that there is approximately four million that, as of the time these slides were prepared, December 1st, that was still left unallocated by schools.

On the slide, you'll see that discretionary funds are distributed to schools based on a formula developed by the state. Schools can spend these funds however they wish within the C4E program areas, and this represents sixty-three percent of all funds. Targeted funds are funds that are distributed to schools to support specific programs that meet C4E eligibility standards. Schools get these funds if they have the population needed to support these programs. And this represents twenty percent. Remember that these funds are intended to be used for students most in need, and that's how the targeted funds are most used. The FY09 maintenance of effort funds are funds that, under the contract law, we were allowed to use in fiscal year '09 to support existing programs. We used these funds last year to support summer programs, and we are, again, proposing to use these funds for summer programs for fiscal year 2010. And this represents eight percent.

And then there are districtwide initiatives. For the sake of New York City, this is the city school system, and not any community school district, specific. And these are programs that we fund centrally to benefit many needy students across the city, and they represent 10,000 -- excuse me, ten percent of the funds.

This slide is showing you the funds, but this time by program area. I want to go back and review slide number 1 again to put this in greater context. Sorry for that. I did not specifically go over this slide, and I want to do that in greater detail before going on. Funds must support specific program initiatives: class size reduction, Time On Task, teacher and principal quality initiatives, middle and high school restructuring, full-day pre-

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kindergarten programs -- which you'll see on the high school numbers is zero, since there wouldn't be any for high school -- model programs for English Language Learners. As I said, funds must predominantly benefit students with the greatest educational need and for New York City, it's English Language Learner students, in poverty, students with disability, students with low academic achievement and at risk for not graduating.

So let me now go back to the slide that shows you the discretionary spending by program area. That amount represents 242 million dollars. Of that 242 million dollars, this then shows you, by program area, how the money is represented. In other words, if you look at all the funds that we are proposing to allocate via the discretionary allocations, targeted allocations, the maintenance of effort allocations and the districtwide programs allocations, this is how it breaks down. And as I said, the four million in unscheduled are the schools have yet to allocate them at the time of these slides. Thirty percent is being spent on Time On Task, teacher and principal quality for nineteen percent, middle and high school restructuring for four percent, model programs for English Language Learners ten percent, and class size reduction is thirty-five percent.

This represents the overview of the subset that were allocated to -- discretionary allocated to schools to use as they see fit within the six discretionary funds. And -- I'm sorry -- let me skip over. I apologize. This slide goes into the discretionary allocations in a little bit more detail. You will notice that if schools could not maintain the effort due to significant changes in their student population or its overall instructional strategy, it could choose to relocate the funds to different program areas.

The amount per school was the same as the 2008-2009 and was determined using a formula based on student need and defined by the State Department of Education and C4E regulations. When schools have been budgeted these funds, their use of them is not approved until the New York City's Contract for Excellence plan is approved by the state. Principals have been notified up front that their proposed use of these funds are subject to public process and that they are expected to take feedback from parents, students, and teachers into account.

This slide goes into detail about the targeted funds. Note that schools received targeted funds in 2008-2009, received those allocations again in 2009 and 2010, as long as they retained the population necessary to maintain efforts. Funds that were previously in schools that lost the population needed to support these programs are being proposed for redistribution in other schools who have gained population for the 2009-2010 school year. However, the total amount allocated to each of the initiatives described above remains steady from '09 to '10. And as we said before, the targeted amount to schools is twenty percent of the contract amount.

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In terms of citywide initiatives, we are proposing to continue funding in the same programs as we did last year. The only difference is that since the English Language Learner Success program and the middle school success programs are in their second year of implementation, and schools received these sums of money, we are adding a college and AP prep program to make up the difference. The other programs, in brief, are Multiple Pathways to Graduation for overaged and undercredited students, principal training -- we are maintaining these efforts that were funded from last year -- and school restructuring -- we are maintaining these efforts, as well for reconfiguring phased out or closed high schools to small high schools that serve high school needs.

For the FY09 maintenance of effort, even though the Department of Ed received new C4E funds in 2008, we were allowed, under the law, to use thirty million of new allocations to support existing programs that meet eligibility standards. We used those thirty million as I said, again, to support summer school last year and are proposing to use it again in the same fashion for '10.

The next several slides add for you the amounts for the 435 high schools in District 1 through 32. As you know, these funds are distributed by the state into community school districts, and some of you may well have attended your community school district C4E presentation, as well. You will see that, of the discretionary spending that, remember, was 242 million dollars, over 120 million of it is going to the high schools in the city. There are approximately 1500 high -- there are approximately 1500 schools in the city; 435 fall under the high school structure, and approximately half the C4E money is going for high schools. Class size reduction, 36.5 percent of the 120+; Time On Task is 28.3 percent; teacher and principal quality initiatives, 5.8 percent; middle and high school restructuring, 23.3 percent; model programs for English Language Learners, 5.1 percent.

On the sheet of paper that I gave you off the Department of Education website, there is a link that will show you the allocation for every school, if that's of greatest interest to you. This is the same -- the same broken out by program strategy. I don't need to read this to you, but I'll give you a moment to look at it. What it tells you is the class size reduction, which includes not only creation of additional classrooms but also reducing the teacher-student ratio, it is 44 million of the 120 million going to -- going to the high schools, or 36.5 percent of the total 120 million. The 153 million total that you see is citywide for all schools. I thought it would be a good comparison for you to see both sets of numbers. Time On Task, which includes before and after school programs, summer school programs, programs for dedicated instructional time, predominantly for students at need, and individualized tutoring, represents 34 million, or 28.3 of the total for high schools. Teacher and principal quality initiative represents 5.8 percent, or 7 million of the total 120+. Middle and high school

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restructuring is 28 million, which is 23.3 percent of the total high school amount, and model programs for English Language Learners, 6 million or 5.1 percent of the 120 million.

Special note on class size planning. As teacher salaries rise, more funds are required to maintain the same number of teachers as last year. Impacted by register changes and average teacher salary changes, even schools that allocated the same money year over year to class size reduction may experience slight increases in class size or pupil-teacher ratio. But we want you to be well aware of that many schools chose the class size reduction or pupil-teacher ratio strategy to avoid increased class size; they were not able to, in most cases, make progress toward further reductions on them because this is maintenance of effort.

That concludes the formal presentation. We will take public feedback into account in the coming months as we continue to develop the citywide maintenance of effort Contract for Excellence plan. As I said, the deadline is October 8th, which is thirty days from the date that it was actually posted on the website. Some suggested aspects of the plan that you might want to give comment to are shown above. And you are always welcome to either write about and provide it to me tonight or mail it to the ContractsforExcellence@schools.nyc.gov. We are asking that anyone who wishes to make public comments come to the front and to the mike, so that your comments can be recorded, as required, and that you speak loudly and clearly so that we can make sure that your comments are heard and can be transcribed. Is there anybody who wishes to speak?

MALE SPEAKER:

I have a question. If we look at the first slide, let me be more specific, actually, let me just start with the slide on page 3, which is labeled "Proposed Discretionary Spending". If we look at that pie chart, and there's nineteen percent of the 242 million allocated for teacher and principal quality, among the programs and approaches, how much of this is spent on developing better supervisory models so that we can avoid the amount of people who currently are sent to teacher reassignment centers?

MS. GORMAN:

I'm not sure that I have the specifics to answer that question. Would you have that, Tiffany?

MS. WOOLFOLK:

You have to keep in mind that under teacher principal quality, there is a districtwide allocation for that, as well. So things such as Leadership Academy and also other citywide PD sessions are offered to schools. But schools, internally, do select teacher principal quality and provide PD for their staff as well as for the principals in those particular schools. So I can't

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give you a direct number now as to how much of it went specifically towards principals, but that's one of the comments you can leave on the website.

MALE SPEAKER:

Okay --

MS. GORMAN:

What I can tell you is that if you take a look at the slide that takes the funds by program strategy, that leadership coaches for principals represents, citywide, fifteen million dollars. Whether or not it addresses, specifically, the exact point that you're making, I'm not willing to be, you know, to say that it, in total, is, of course. I would say to you that when you commit the question to ContractsforExcellence@schools.nyc.gov, you're going to be submitting it to someone who is far more versed in the nitty gritty of that.

The other -- now, you, specifically, asked about supervisory. But other parts of that allocation on that same slide talk about professional mentoring for beginning teachers and principals and programs to recruit highly qualified teachers. One would hope that, in addition to better supervisory models, that those efforts would also have an end product that would reduce the numbers that you've asked about.

MALE SPEAKER:

That's down the road, though.

MS. GORMAN:

Right.

MALE SPEAKER:

I'm looking at the between seven and eight hundred teachers citywide that are currently in reassignment centers. And perhaps there's money set aside to retrain or reorient, whatever modifier you want to use, to get those teachers back into the system inasmuch as they wind up back in the system anyway. It just takes two or three years to get back there. But I will address that question to you in writing, and I'll be a little bit more clear about what I'm talking about.

MS. GORMAN:

Thank you. Are there other -- welcome.

MALE SPEAKER:

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Yeah, thank you. I have a problem on the train. I don't like coming to a meeting late, so sorry for the few minutes that I came late. I'm glad to be here. I hope I didn't miss that much.

MS. GORMAN:

You have in front of you the materials.

MALE SPEAKER:

Okay.

MS. GORMAN:

Is there any other member of the public that would like to put into public record their comments tonight?

MALE SPEAKER:

Did you make the presentation already?

MALE SPEAKER:

Yes.

MALE SPEAKER:

Oh, she did. Okay. I was meaning to come in before that. I have something that I want to submit. I'm not going to do it tonight, but I will submit before October 8.

MS. GORMAN:

Correct.

MALE SPEAKER:

I will definitely do that.

MS. GORMAN:

And the -- and it ContractsforExcellence@schools.nyc.gov.

MALE SPEAKER:

Yeah, I read that. I have few comments that I want to make in reference to our school. I will make that -- I will submit that before October 8, definitely.

MS. GORMAN:

Thank you.

MALE SPEAKER:

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You're welcome.

MS. GORMAN:

For the educators, give wait time, have we given appropriate wait time? Please do take the opportunity to share information with other members of the public. Please take the opportunity to look up your own schools. After you do that, if you choose to make a comment or choose to ask a question, once again, and for the final time, the website is ContractsforExcellence@schools.nyc.gov. There are still some remaining --

FEMALE SPEAKER:

I don't know who gave (indiscernible) the information (indiscernible) right now to review. I can print out --

MS. WOOLFOLK:

On the website, on the website, this PowerPoint is there as well with all the information.

FEMALE SPEAKER:

(Indiscernible) why we came because --

MS. WOOLFOLK:

No, I'm just sharing with you that the PowerPoint is publicly --

MALE SPEAKER:

I can give you my copy, if you want because I -- I'll give you mine because I read through it already. And I went to the website.

MS. GORMAN:

We do -- I did print a few extras, right.

MALE SPEAKER:

Oh, okay. So I can give you -- if you want mine, I'll give it to her. I'll give you mine, Miss. Ms. Lacy (ph.), do you want this? It's a better copy; I'll give it to you. I'll give it to Ms. Newton (ph.). I read it already.

MS. GORMAN:

The PowerPoint on the website actually contains some additional information, so I recommend to you that you look up the one on the website as well. Did everyone who wanted a copy receive a copy?

I also have available, if it's of interest, a few additional copies of -- also on the website -- all allocations for each district by program area. This is K-

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12. It does not -- it's not specific to the high schools. So we can hand out the remaining copies of that. Here's a few extras. And I will give an additional minute or two, in case now that you have the information in hand, there's something that you want to know.

MALE SPEAKER:

We have a question. While we're deliberating, I have a question about the leadership coaches. Are these usually or typically retired principals?

MS. GORMAN:

The -- very frequently, the coach -- principal coaches are retired principals. I don't know that that's a hundred percent of the time, but very frequently.

Is there any additional public comment that you'd like to make at this time?

FEMALE SPEAKER:

I don't like to speak in person, but I'm interested in --

MS. GORMAN:

If you have something to say, would you please say it into the microphone.

MALE SPEAKER:

Just say your name.

FEMALE SPEAKER:

What's your name?

MALE SPEAKER:

No, no, say it.

MS. GORMAN:

I can speak to you afterwards if there's something that you --

MALE SPEAKER:

We can speak to you afterwards.

MS. GORMAN:

-- you don't want on the public record, okay?

FEMALE SPEAKER:

(Indiscernible).

MS. VERONICA STEIN:

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Hi, good evening. My name's Veronica Stein. What happens if the money -- if they don't use the money for class reduction? What happens to that money if the school doesn't meet the reduction of classes?

MS. GORMAN:

The --

MS. VERONICA STEIN:

Because my school's very small. We have, like, we can't open up another classroom for sixth grade or seventh grade. We have no space.

MS. GORMAN:

The numbers that -- and correct me if I'm wrong, Tiffany -- the numbers that we provided are all high schools, are the percentages for all high schools. The individual school allocations, which are on the web, they can reapportion the money if they're not using it in that category.

FEMALE SPEAKER:

Okay, all right.

MS. GORMAN:

So that we gave you sort of the total of all high schools. They are not obligated to disburse them those percentages.

MALE SPEAKER:

And also, can she go to the school leadership team and find out how much was actually used CFE money? Can she find out? Because her question -- if she wants to know that particular high school, how they spend that money, where can she go and find out?

MS. GORMAN:

So one of the -- as I -- one of the things that I distributed to everybody was the sheet from the DOE website that gives you both the link at the bottom --

MALE SPEAKER:

Um-hum.

MS. GORMAN:

-- and all of the links off of it. And there is a link for individual school allocations.

MALE SPEAKER:

Allocations, okay.

MS. GORMAN:

Yeah. And just again, as a reminder, these are the proposed -- principals will, once there's input, they will do a final plan. But this is the proposal that each school has made.

Thank you.

MS. HERMANA MARTINEZ:

My son attend -- he was attending John Jay School for --

MS. GORMAN:

Did you want to give your name?

MS. HERMANA MARTINEZ:

Hermana Martinez (ph.). He was attending John Jay High School. These are one of those high schools that turned into different schools, and he was in the Journalism Academy, whatever you want to call it. He's a special need student, receives resource room, but the school did not, I guess, implement, probably, what you was talking about to help kids that are at risk and at special needs, or whatever the case might be. He's repeating ninth grade, this is, like, the second time, now, and I don't see where these monies are going, if it's really targeting these kids that really needs it. I don't know where these monies are going at all. I really don't know.

MS. GORMAN:

So what I would say to you is that's a question, specifically, to ask your school principal. Once you take a look at what the proposal -- you also can find, I believe, online what they spent their money on last year. So that what you might want to take a look at, because you're actually referring to the use of the money from last year, and so you may want to take a look at what they said they were using this money for --

MS. HERMANA MARTINEZ:

Um-hum.

MS. GORMAN:

-- during last year, then ask that specific question to your school

MS. HERMANA MARTINEZ:

Well, like, the principal, she's kind of like, I don't know, you can't really talk to her. But I mean, it's the -- the coordinator that they had, they changed his coordinator, there's a new coordinator, but fortunately, I took my son out of that school. I don't want no part to do with that school anymore. So he's going to be in another school. And, I don't know, it's just

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really said to see that, you know, these schools, and you allocate all these money for kids that are special needs, I see it there on the chart where you had how much money was allocated for kids with autism and stuff like that, but to me, kids, like, in resource who are suffering with attention deficit disorder, or whatever, they just left in the dark. There's nothing for them. They're not really helping those children. And that's why a lot of these kids are falling between the cracks and quitting school and all that stuff. I can see that the Board of Education has failed my son, if he's repeating ninth grade two -- twice. He suffers attention deficit disorder, cannot stay in the classroom too long. I even proposed this to the principal saying that maybe could you help me get him into a setting where he could take academics in the morning, like, you know, all his academic, and then he could take technical in the afternoon. Her comment to me was well, he's not seventeen or something like that, sixteen. So, it's like nothing there for these kids. What you're going to wait 'til they're twenty-one or something and say they just got to get out of school? I don't understand. You're getting these money, these fund, and his principal, or whatever, the staff are not using it appropriately.

MS. GORMAN:

Thank you very much.

MALE SPEAKER:

I -- Ms. Martinez, I just want to advise you. You don't have to take your son from the school. The next time something like that happen to you, first of all, go to your school leadership team and you can start discussing your issue on your school leadership team. And when you bring it on to your school leadership team, they are in the process of seeing what is going on in the school. And if you don't get a result, you have your high school president council. You can reach out to them, also. They will help you on that issue, and you can come to CCHS. We will help you on that issue, because sometime it is not just, you know, preferable to just take a kid out. So that you can resolve the issue at the school level because that's what we are here for. I feel your concern about it, but I would just say for any parents that are here, some of the issue can be resolved at the school level. That's what the school leadership team is for.

MS. HERMANA MARTINEZ:

I really don't have faith in the school leadership team or most of these coordinator -- what is school leadership?

MALE SPEAKER:

It's a partnership between the principal at the student's school and the parent. It's a fifty-fifty. So you see other parents, fifty percent of the parents are there. But I'm just telling you in case of another time or for any

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other parents that are here. There's another (indiscernible) that you should explore before you -- thank you.

MS. GORMAN:

So, I mean, your comment about how funds are used is part of the record.

MS. HERMANA MARTINEZ:

Yes.

MS. GORMAN:

So I appreciate you, you know, being willing to step up and make that kind of a comment.

Any other public comments that you wish to make at this time? If not, then we'll close this public hearing on the C4E funds as part of the CCHS which now, under the new legislation, is an official community education council for high school, citywide.

MALE SPEAKER:

Thank you.

(End of audio)