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**NYC DEPT OF EDUCATION,  
CAPITAL AND GRANTS FINANCE  
Contracts for Excellence District 18  
2013  
C4E Presentation**

1 [START RECORDING]

2 FEMALE VOICE 1: I'm here tonight to share  
3 with you the information regarding Contracts for  
4 Excellence. The purpose of my sharing with you  
5 is to elicit feedback and comments that will be  
6 shared with Central before a final proposal is  
7 shared with the State Education Department. So  
8 at the end of the presentation I'm going to ask  
9 for public comments. If you would not like to  
10 share out vocally, there are index cards on the  
11 tables where you can actually write down a  
12 comment, any facts, any queries. You can also  
13 email information,  
14 [contractsforexcellence@schools.nyc.gov](mailto:contractsforexcellence@schools.nyc.gov). You can  
15 address any of the allocation types that are  
16 being proposed. You can address the way in  
17 which schools in District 18 are proposing to  
18 utilize Contracts for Excellence money. You can  
19 even make comments on the public comment  
20 process. So I'm going to get started sharing  
21 with you Contracts for Excellence, the proposed  
22 plan, because this is a preliminary plan.  
23 Across the city we are soliciting public  
24 feedback and comments, cull all of that  
25 information to Pratt at Central, a plan around

1 how each of these Contracts for Excellence  
2 moneys will be used across the city. So let's  
3 talk a little bit about the overview. As you  
4 can see here, the New York City Department of  
5 Education receives a portion of its overall  
6 budget from the State. The State gives us that  
7 money in the form of foundation aid. Foundation  
8 aid is used to either grow operating costs, or  
9 to support programs that are already in  
10 existence. However, under State law the  
11 majority of that money falls under Contracts for  
12 Excellence provisions. I'm going to share what  
13 that means. Contracts for Excellence provisions  
14 means that moneys that are allotted to New York  
15 City have to be used in particular ways, and  
16 have to be allocated to certain schools. This  
17 slide is most important because it shares with  
18 you the specific program initiatives that  
19 Contracts for Excellence moneys can be utilized  
20 for: class size reductions, time on task,  
21 teacher and principal quality initiatives,  
22 middle school and high school restructuring,  
23 full day pre-K programs, as well as model  
24 programs for English-language learning. Those  
25 are the six programs that the funds can be

1 utilized for, funds that are directed to the  
2 schools across the city. Which schools? The  
3 schools that have the highest relief population.  
4 Who are those students that fall into the  
5 category of highest relief populated schools?  
6 Schools with a high population of English  
7 language learners, students in poverty, students  
8 with disabilities, and those students with low  
9 achievement records, or those students who are  
10 at risk of not graduating. So that's how funds  
11 are allocated across the city, those schools  
12 with the greatest needs receive the larger  
13 allocations. Contracts for Excellence money  
14 were first given to the Department of Education  
15 in 2007-2008, we did see a C4E increase in 2008-  
16 2009 for their five-year plan where  
17 incrementally C4E funds would grow and would be  
18 allotted to the city. However, given fiscal  
19 constraints in the economic times, we have not  
20 seen an increase in C4E money since 2009. We  
21 didn't see an increase last year, we won't see  
22 an increase in fiscal year 13, and we are asking  
23 that those schools who have received C4E funds,  
24 although no increments, we're asking them to  
25 maintain existing programs, those existing

1 programs which fall under one of those six  
2 categories that I shared on the previous slide.  
3 Let me go back, because it is important to know  
4 \$348 million has been allotted to schools across  
5 the entire city, important to know that C4E  
6 allocations and money are not specifically for  
7 class size reduction. Those moneys can be used  
8 in any one of the six categories that I shared  
9 with you. So now you're looking at the pie, and  
10 take a look at the wedges. And looking at the  
11 wedges you can see the allocation types,  
12 discretionary allocations to schools means that  
13 those moneys go to the schools and schools have  
14 the option of utilizing those moneys in one of  
15 those six areas: time on task, teacher/principal  
16 quality, working with our students with ELLs, it  
17 has to be in one of those specific categories.  
18 Class size reduction, middle school, high school  
19 restructuring. That's the money that you're  
20 looking at there, that \$205 million, 59% of all  
21 moneys C4E in New York City schools.  
22 Maintenance of effort means that existing  
23 programs are going to remain in place. Those  
24 programs that have been placed in schools, that  
25 have targeted populations, are those programs

1 that are centrally funded. Now we will do a  
2 Q&A with counsel at the end if you don't mind,  
3 so any questions that are percolating, any  
4 thoughts you may have, any queries, jot them  
5 down on the cards for me, and I may add to some  
6 of them, and I may pass them along. So as long  
7 as we have an understanding. Here you have all  
8 the funds by program areas, those areas that I  
9 just reiterated. This is citywide funding, you  
10 see that TBD, those are moneys that have not yet  
11 been scheduled, not because schools and  
12 principals are negligent, it's just that these  
13 funds are [background noise] and principals are  
14 thinking of the most thoughtful, most useful  
15 ways to use those funds after re-evaluating what  
16 the needs of the school are. Again, you're  
17 looking at discretionary spending by program  
18 areas. Let me see what comments I'd like to  
19 make there, if any. And it just shows how  
20 schools were budgeted, and how they propose to  
21 spend the C4E funds. So this is just a  
22 breakdown of those funds across the city.  
23 Hamilton, am I on track? That's my expert, to  
24 let me know when I hit a bump. Again, you're  
25 looking at details about discretionary funds and

1 it tells you exactly how the moneys have been  
2 broken up. It tells you that we expect to  
3 maintain programs that were started with the  
4 funds in previous years, unless the school loses  
5 a population, and therefore those funds cannot  
6 be allocated to serve those students, because  
7 they no longer have that high-need population in  
8 their school. Then funds are redistributed to  
9 the schools who have gained those students.  
10 Again, I want you to note that while the schools  
11 have been budgeting these funds, their use of  
12 them is not yet approved by New York City  
13 Contracts for Excellence plans, and cannot be  
14 approved until the State does so. Again, this  
15 is the preliminary proposed plans for how money  
16 will be used, although the moneys are being  
17 used. This slide goes into detail about part of  
18 these allocations and part of the allocations  
19 are moneys that are devolved to schools for  
20 certain populations. So you have your pre-K  
21 programs, you have the ELLs summer schools, you  
22 have the students who are on the autism  
23 spectrum, these programs are funded through part  
24 of this allocation of C4E funds. And as you can  
25 see, it's about \$97 million that goes out, and

1 across District 18 you do have a majority of  
2 our schools with ICT programs, Integrated  
3 Collaborative Team CT programs, where you have  
4 two teachers in a classroom, which definitely  
5 reduces the ratio of teacher to student for not  
6 only students with special needs, but for  
7 students with general education program types.  
8 So there you have a reduction also within class  
9 teacher to student ratios. You're now looking  
10 at district-wide initiatives, these moneys are  
11 not sent directly to the schools, these moneys  
12 are budgeted centrally, and Central places the  
13 appropriate programs in appropriate schools. So  
14 you have multiple pathways for graduation in  
15 some of our high schools, principal training  
16 initiatives across the city, the college prep is  
17 also funded centrally through Contracts for  
18 Excellence moneys, and then we have our youth  
19 development and fitness institute. And as you  
20 know we're doing a lot around building the  
21 capacity of our male students across the city,  
22 as well as working with our ELLs students to  
23 develop greater and - - language proficiency.  
24 And then at the bottom it mentions an effort,  
25 and last year we used this money for summer

1 school. Am I right, Hamilton? Maintenance of  
2 effort moneys for summer school, and we're  
3 proposing to use it for summer school again this  
4 year. Here's District 18, which you've been  
5 waiting for. This is a breakdown of how C4E  
6 money has been proposed to be used. These are  
7 the six categories that we spoke about earlier.  
8 So across District 18 you will see the amounts  
9 of money that have been budgeted for class size  
10 reduction. It shows that no moneys have yet  
11 been budgeted, or will be budgeted, for fiscal  
12 year '13 for middle school and high school  
13 restructuring. You see the moneys that are  
14 being spent to support our ELLs, teacher and  
15 principal quality and Time on Task, and just so  
16 you get a deep understanding of what those  
17 categories entail, and what comes under those  
18 umbrellas, you can take a look at this  
19 particular chart and you can see the class size  
20 reduction allocations, how schools are using  
21 them, Time on Task is simply restoring  
22 afterschool-dedicated instruction,  
23 individualized tutoring, and definitely summer  
24 schools, and then teacher and principal quality  
25 initiatives falls under professional

1 development, using the models that you see  
2 here. And if I don't use this, I would be  
3 remiss. So give me a minute.

4 MS. HAMILTON: There you go.

5 FEMALE VOICE 1: All funds by a program  
6 strategy, again, the breakdown of those new - -  
7 in terms of how citywide the moneys are being  
8 used. And then in District 18, on this slide  
9 you'll just see the pre-K spending that has been  
10 proposed, as well as the model programs for  
11 ELLs. Class size reduction planning, I'll read  
12 this slide along with you. I'm reading ahead  
13 along with you right now. You can make your  
14 fiscal changes and challenges since the  
15 induction of C4E, NYC DOE and SED are having  
16 ongoing communications about New York City  
17 Department of Education class size requirements.  
18 In light of the current global and local  
19 financial constraints, it was necessary to re-  
20 evaluate the original five-year class size  
21 reduction plan that was first introduced in  
22 2007, and I get a shake of the heads from the  
23 audience. That plan was predicated on an  
24 increase in Contracts for Excellence funds year  
25 over year, which has not been realized. With

1 the guidance and approval of the State  
2 Education Department, the New York City  
3 Department of Education has remained committed  
4 to monitoring class size through a cross section  
5 of schools that represent high class sizes and  
6 low performance. At this time I will take  
7 public feedback into account that we will share  
8 in the coming months, public feedback and  
9 comments, the deadline is March 18<sup>th</sup>, you can  
10 share with us tonight through the use of the  
11 index cards, by verbally sharing your comments  
12 here tonight, or through email at the  
13 [ContractsforExcellence@schools.nyc.gov](mailto:ContractsforExcellence@schools.nyc.gov) website.  
14 You may make public comments on any aspect or  
15 nuance that you like. However, you can also  
16 make comments on how the schools are planning to  
17 spend the discretionary funds within the six  
18 allowable program areas, how the DOE is  
19 allocating part of its contracts funds to  
20 schools, how the DOE is allocating the district-  
21 wide initiatives, and New York City's class size  
22 reduction plans, as well as other public comment  
23 prospects themselves. At this time, I've shared  
24 with you the email address, the  
25 [ContractsforExcellence@schools.nyc.gov](mailto:ContractsforExcellence@schools.nyc.gov). At this

1 time, Ms. Hamilton, is there anything that  
2 you'd like to add to this presentation?

3 MS. HAMILTON: No, keep in mind that it is -  
4 - funding year after year, and there is - - .

5 FEMALE VOICE 1: At this time--

6 MALE VOICE 1: [Interposing] Maybe the  
7 principal of the school needs to comment on  
8 these statements. Council members?

9 MALE VOICE 2: - - .

10 FEMALE VOICE 1: I never said it was a  
11 failure. The Department never said it was a  
12 failure. But would you like to expand on that  
13 comment?

14 MALE VOICE 2: - - .

15 FEMALE VOICE 1: No, we realize that we were  
16 not going to receive increments in 2009, when  
17 there was no more increases in C4E funds  
18 allocated to the Department of Education. We  
19 realize that due to fiscal constraints in fiscal  
20 years '10, '11, '12, there were no increases,  
21 and we had to maintain efforts, meaning that the  
22 moneys that we originally received in 2009, that  
23 was the last increment, that would be the  
24 allotted amount. If I add it all up, stop me if  
25 I'm wrong, about \$500 million.

1 MS. HAMILTON: Closer to - - .

2 FEMALE VOICE 1: Okay, when you add up that  
3 182, school funding and 348, that's what we  
4 received. Schools that initially in 2007-2008,  
5 2008-2009, used their C4E dollars to reduce  
6 class size, can sit and can continue to use the  
7 money in that way, as long as they have the  
8 space and the number of students to do so. They  
9 can maintain effort, that's the phrase that we  
10 use. So as far as it being a failure, that is  
11 not what I have shared with you. You can tell  
12 me a little more, it's just that we cannot grow  
13 the money. We can continue to provide that  
14 student-teacher ratio reduction.

15 MALE VOICE 2: I see, I think I see - - .

16 FEMALE VOICE 1: Oh, it was just that one  
17 where I was ... I marveled at the way the person  
18 who was using money for class size reduction. I  
19 can say there's classrooms where, and schools  
20 where there's 18 students to one teacher, if  
21 that's not reduced, then what is? So it may not  
22 be across in every school, but there are schools  
23 where you have low class size ratios with regard  
24 to the adults. So there are schools, and I can  
25 attest to that. And if it were not so, I would

1 not say it.

2 MALE VOICE 2: - - .

3 FEMALE VOICE 1: Well, I named one, I named  
4 ... I didn't name one, I made reference to one,  
5 and I'm not going to stand here and name them  
6 per se, publicly, but I'll write you a little  
7 list, okay, and Rich Van Pelt.

8 MR. RICH VAN PELT: I can name one where  
9 it's oversized.

10 FEMALE VOICE 1: I can name a couple where  
11 it's oversized.

12 MR. VAN PELT: One where the principal order  
13 it equalized and it still has it.

14 FEMALE VOICE 1: I can name that school too.  
15 But what I have to do now, President Dandridge,  
16 of course, this is not a Q&A forum, it's to ask  
17 that any questions that you may have, you jot  
18 them down, share them with me. I will make sure  
19 that we get the answers, and I will definitely  
20 share them at the Central level.

21 FEMALE VOICE 2: With this time on task - -  
22 .

23 FEMALE VOICE 1: Time on task is actually  
24 the time that students receive additional  
25 instruction, whether it's before school, after

1 school, during the regular school day, whether  
2 it's tutorial sessions, whether it's small group  
3 call-outs. They can use moneys in that way to  
4 have teachers work with smaller groups of  
5 students, so time on task is instructional time  
6 that students are afforded through C4E moneys.

7 MALE VOICE 3: May I? I'm bringing  
8 attention on a situation where children have  
9 been taught with English as a second language  
10 and now they're put into the general population,  
11 affecting the class groups, affecting the  
12 grading of the school, because these students  
13 have two or three years of English as a second  
14 language, have to take examinations coming up I  
15 am told, in the upcoming year. What part of  
16 this presentation is addressing those children?  
17 I call them unfortunates, for having to step  
18 into a situation where they have to learn  
19 English as a second language without that care  
20 that is needed, having, for example, Creole as  
21 the only language they spoke, and they're coming  
22 straight into the general population here. Is  
23 there any way in this that that would be  
24 addressed, so that the class size makes no  
25 difference in that, whether it's ten or 12, once

1 they're in the general population, the results  
2 is going to be the same, for the child and for  
3 the school.

4 FEMALE VOICE 1: Well, when you think about  
5 the focus of the Department on model programs  
6 for ELLs, that encapsulates our ELLs students,  
7 no matter which language is their predominant  
8 language. When you think about time on task and  
9 those moneys were used under C4E, those students  
10 have opportunities to be afforded just one-to-  
11 one instruction, small-group instruction, it's  
12 all dependent upon what's the English as second  
13 language program looks like at a particular  
14 school. Every school in District 18 uses funds  
15 for ESL, we have no stand-alone bilingual  
16 programs in District 18. However, we do have  
17 English as a second language programs in all  
18 schools where those students are either  
19 supported in their classrooms while receiving  
20 instruction, those students are either supported  
21 in a pull-out model, there are after-school  
22 programs, there's schools that are purchasing  
23 computer-based designed instructional tools and  
24 are using those to facilitate the learning.  
25 Philosophy around having our students who are

1 English language learners in classrooms with  
2 students whose dominant language is English is a  
3 philosophy that says the more they hear the  
4 language, the more they are involved with the  
5 language, speaking, hearing and listening, even  
6 writing, but starting them from where they are  
7 in terms of their language proficiency, helps  
8 them to develop a proficiency and a cognitive  
9 language level faster than when they are in  
10 isolated classrooms, and that's a philosophy.  
11 As I said, this is not a Q&A period, but I will  
12 address questions that come to me.

13 MALE VOICE 1: Any other questions for the  
14 superintendent? Seeing none, thank you very  
15 much.

16 FEMALE VOICE 1: Thank you. Thank you for  
17 your time.

18 MALE VOICE 1: As we said before, if you do  
19 have a question, you've got to - - .

20 [END RECORDING]  
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C E R T I F I C A T E

The prior proceedings were transcribed from audio files and have been transcribed to the best of my ability.

Signature Richard A. [Handwritten Signature]

Date March 19, 2013