

**Contracts for Excellence**

**District 8**

**1230 Zeraga Avenue, Room 90**

**Bronx, NY 10462**

**Public Comment**

MR. BEHR:

Before I begin, I have two very highly qualified people from the Department of Ed that will assist me during the question and answering time. I have Maite Villanueva, senior grants officer, will be helping me, and Robert Klein, the senior grants officer -- director of special projects.

So I want to start by saying that the proposal, and it says "proposal", is that there's no new money this year. Schools are being asked to maintain programs with less money. School allocations basically are the same as last year. This is a maintenance year. There are no new proposals this year. And this money, that you need to know, is filling huge gaps for schools where schools wouldn't have money and there would be more cutbacks.

So the funds must support specific initiatives. You'll see there's six bullets; we call them six buckets. This is where the money is going: to class size reduction, time on task, teacher and principal quality initiatives, middle and high school restructuring, full day pre-kindergarten programs, and model programs for English-language learners. The funds must go to students with the greatest needs; we call them our at-risk group. They are our English-language learners, students that are in poverty, Title I, students with disabilities, SWPs, and students with low academic achievement, are at risk of not graduating.

I want you to be aware that the fiscal year 2010 Contract for Excellence allocations described here are strictly preliminary, as per C4E regulations. New York City's plan is subject to a public engagement process, such as the one we're encompassing now, and approval by the State Ed Department.

So given -- I'm just going to read the bullets; you can follow along on your handout. Given the severe economic downturn faced by the state and the nation, New York State held state foundation aid flat because fiscal '10 and fiscal year '09 is currently projecting no increase in foundation aid for fiscal year '11. This means that for this current year, fiscal year '10, and next, there are no new Contract for Excellence funds to apply towards new or expanded programs. The DOE's 2009-2010 plan is thus "a maintenance of effort for its approved 2008-2009 plan". Please note that -- this is the second time I'm stating this -- that all proposed allocations described in this

NYC Board of Education - 9/16/09 - District #8

plan are preliminary and contingent on further analysis of school-based conditions; for example, if there's an increase in salary, population shifted, with less ELLs or if you have more ELLs.

So we have our first pie chart, and we're going to referring to this pie chart a lot. Okay. This is the allocation of funds, and it's specific. You have discretionary funds on the right -- the largest piece of the pie -- allocations for schools, 242 million or 63 percent. Where is that money going? It's going to class size reduction, time on task, teacher and principal quality initiatives, middle- and high school restructuring, full-day pre-kindergarten programs, and model programs for English-language earners.

The next one is the biggest -- next biggest slice, is targeted allocations for schools, seventy-six million or twenty percent; specifically, where do schools spend their money, and it could be for CTT classes or summer school. You'll also see there's a maintenance of effort allocation for thirty million dollars, eight percent, and districtwide initiatives at thirty-nine million, or ten percent.

The second pie graph shows how all 378 million dollars is spent. It's a second look at the six buckets: class size reduction, total of 39 percent of the 378 million; time on task, 103 million, or 27 percent; teacher and principal quality, 56 million, or 14 percent, and then you'll see middle- and high school restructuring, 39 million, 10 percent; full-day pre-K, 6 million, 2 percent; model programs for ELLs, 27 million, or 7 percent; and to be determined, 4 million, or 1 percent. And what that TBD means is that city schools, citywide, have not placed their money into one of the six specific buckets.

This chart shows -- and it's the same as last year, it's the third pie chart -- all proposed discretionary spending by program area; again, the six buckets. In the black, highlighted, in the right, the total fiscal year '10 discretionary funds allocated to schools is 242 million dollars. And fiscal year '09, the discretionary funds were 242 million dollars; again, it's a maintenance year. And then you see the buckets again: time on task, seventy-three million, thirty percent; teacher and principal quality, forty-six million, or nineteen percent; middle- and high school restructuring, nine million, or four percent; model programs for ELLs, twenty-five million, or ten percent; and again, that TBD where schools haven't determined which bucket to put their money in, four million, or two percent.

These are more details about the discretionary funds, and they try to use this for the continuity of service. So you'll see the amount 242 million; that's of the 378. And restricted Contracts for Excellence funds were released to 1,400-plus schools in May of 2009; that's a total of 63 percent of the total contract amount; that is your six buckets: time on task, lower class size, ELLs, high school, et cetera. The description: guidance to schools with the Contract for Excellence funds should be used to establish

NYC Board of Education - 9/16/09 - District #8

continuity of service for existing C4E, Contract for Excellence programs. However, if a school could not maintain effort use due to significant changes in its student population or its overall instructional strategy, it could choose to reallocate funds to a different program area.

And the amount per school was the same as 2008-2009 and was determined using a formula based on student need and defined by the State Education Department and the Contract for Excellence regulations, basically a maintenance of effort funding.

So again, these are the target allocations for school; the amount is seventy-six million. It goes back to slide 4, okay, and our estimate in this category since the preliminary posting of our plan. Schools receiving allocations were chosen based on an overall student need by capacity to carry out a specific amount; it's twenty percent of the total contract amount. The description: funds allocated by the DOE directly to schools with specific uses that are eligible within the Contract for Excellence programs are sixty-one million for collaborative team teaching, CTT, classrooms -- that's where you have gen ed and special ed students in the same room with a gen ed and special ed teacher -- six million for a full-day pre-K, seven million for autism spectrum disorder classrooms, and two million for ELL summer school.

Schools that receive targeted C4E allocations in 2008-2009 receive those allocations again in 2009-10, as long as they retain the population necessary to maintain effort. For example, if a school was funded to support ten new CTT students in 2008-2009 and has had a net loss of eight CTT students in 2009-10, that school received a fiscal year Contract for Excellence CTT allocation that is lower than the fiscal year '09.

So this is our district. Okay? This is what we have -- I want to go back to this. I skipped this. Sorry.

So thirty-nine million is our estimate in this category for districtwide initiatives. While these funds will not appear on school budgets, the department is required to attribute dollars to impact a school as a part of the DOE's citywide Contract for Excellence plan; it's ten percent of the total contract. And to describe this, funds allocated to central programs that directly benefit high-need schools, seven million for Multiple Pathways to Graduation initiatives for overage and undercredit students, ten million for principal training initiatives, five million for school restructuring initiatives, seven million for year two of the ELL success and middle school success grants, and ten million for college and AP prep for high-need 9 through 12 students. And please note, this is new in '09-'10 and replaces the higher allocation in '08-'09, for the middle school success program which tapers down in its second year because we're working -- money's going to go to high schools.

NYC Board of Education - 9/16/09 - District #8

The maintenance of effort, and we're always going -- if you have in your packet, we're always going back and referring to the pie chart on page 4. We have thirty million, eight percent of the total contract amount. And the description for the maintenance of effort is the department proposes to spend these funds to maintain summer programs, impacting the students with the lowest academic achievement in the city.

So here we are. This is the proposed discretionary spending in the CEC District 8. Schools in this district were allocated discretionary Contracts for Excellence funds. Schools have proposed to spend these funds as follows. And these go back to the six buckets on the first pie chart. Class size reduction, the amount allocated is 3,272,442 dollars, which is 36.7 percent of the total budget that the district has; time on task, 2,984,614 dollars, or 33.4 percent of our total money; teacher and principal quality initiatives, 638,095 dollars, 7.1 percent of the allocation; middle- and high school restructuring, 186,929 dollars, 2.1. There is -- God bless -- there is no allocation for full-day pre-K. And model programs for ELLs, 1,838,168, 20.6 percent.

So the total allocation for our district is 8,926,444 dollars, which equals the 100 percent. This is important. The comprehensive information about these proposed allocations, including school-level programs, strategies and performance targets are available online.

We're going to answer questions at the end. At the end. We're going to answer at the end. We'll go back to anything you want.

MR. SPEAKER:

I don't have the (indiscernible).

MR. BEHR:

Okay, we'll get it to you.

This is the all-funds program. These are the specific programs and where the money is going. Going back to those six buckets, you might say what is class size reduction? Creation of additional classrooms.

MS. SPEAKER:

Hold on. Stop.

MR. BEHR:

So the class size reduction, defined as the creation of additional classrooms, 70 million citywide, District 8 is 2,940,072 dollars, or 18.4 percent of our budget; also, reducing teacher-student ratio through team teaching strategies, 83 million. You see there's an asterisk. Go down to the bottom. Targeted allocations for CTT and ASD classrooms, school-level

## NYC Board of Education - 9/16/09 - District #8

discretionary allocations, 3,465,300 for our district, and that's 21.7 percent of our money. So the total -- the citywide total is 153 million. Of our budget, we're using 6,400,371 dollars, or 40.2 percent, toward that bucket of class size reduction.

Time On Task is before and after-school programs. 38 million, citywide, 1,701,203 dollars for our district, or 10 percent of our total. For summer school programs for Time On Task, you'll see the city has .5 mill. We have zero allocations for that and that's obviously zero towards our total. Dedicated instructional time, 59 million, or 2,514,617 dollars, or 15.8 percent of our total budget. And for Time On Task, as well, individualized tutoring, total of 6 million. This district is using 127,089 of their dollars towards that, which is .8 percent. So the totals for the city, it's 103 million; for our district, it's 4,342,908 dollars, or 27.3 percent.

The next bucket where we're putting our funds is teacher and principal quality initiatives, defined by programs to recruit highly qualified teachers, HQT. City is allocated 4 million; our district has put 51,167 dollars towards that, or a total of .3 percent of our money. Professional mentoring for beginning teachers and principals, 5 million dollars citywide, 11,885 dollars for CEC, our money, which is .1 percent. Also, we have instructional coaches for teachers, 15 million -- 32 million, excuse me, citywide, 457,385 for our district, which is 2.9 percent. Leadership coaches for principals, 15 million citywide, 548,008 dollars, or 3.4 percent of our total budget, for a total of 56 million for the city. We're using 1,068,445 dollars of District 8's money, or 6.7 percent.

And the next slide continues with the buckets that we've discussed. Middle school and high school restructuring, instructional changes, citywide total is 35 million; CEC total, District 8, is 1,817,812 dollars. or 11.4 percent of our budget. For structural changes, 3,090,414 is CEC for District 8, or .6 percent, and the total is 38 million for the city, 1,908,228 dollars for our district, or 2.2 percent of our total money. Full-day pre-K, 6 million citywide, District 8, 349,253 dollars, or 2.2 percent. And the model programs for our ELLs, descriptions are innovative programs for ELLs, 27 million, our district, 1,787,929 dollars, or 11.2 percent. For teacher recruitment, again a model program for ELLs, 137K for the city. We're using 23,496 of that money that we're allocated, or .1 percent. 258K for the city, District 8, 44,134, or .3 percent, for a total citywide of 27 million, district -- 1,855,558 dollars for our district, or 11.6 percent.

The fiscal year Contract for Excellence total is 383 million, our district, 15,935,959, 100 percent. And you'll see at the bottom, four million is in discretionary funds still to be scheduled by schools, and as Ed Green (ph.) -- there's an asterisk which says all proposed allocations described in this plan are preliminary and contingent on a further analysis of school-based conditions.

NYC Board of Education - 9/16/09 - District #8

So these are the '09-'10 Contract for Excellence plan proposals that we have. And we have special notes. Class size planning: As teacher salaries rise, and they do every year, more funds are required to maintain the same number of teachers as last year. That's why we're saying it's a maintenance year, because the money that they're getting is helping to pay the increase in teacher's salaries.

It's also impacted by register changes and the average teacher salary changes. Even schools that allocate the same amount of money year over year to class size reduction activities may experience slight increases in class size or pupil-teacher ratio. The severe economic downturn, as we all know, faced by the state and the nation required an average of a 4.9 cut to all schools citywide, causing a large number of schools to eliminate a teaching position, which could also have some impact on class size, depending on the position. And many schools choose class size reduction or pupil-teacher ratio strategy to avoid increased class size.

This is your part. We will take public feedback into account in the coming month as we continue to develop a citywide maintenance of effort Contract for Excellence plan. The deadline for public comment is October 8th, thirty days from the date of the comprehensive 2009-2010 proposed plan was posted to the Department's website. And you have the link at the bottom. The public may comment on any aspect of the maintenance of effort plan, including how schools are planning to spend their discretionary funds within the six allowable program areas -- those are the buckets we've discussed over and over this evening -- how the DOE is allocating targeted contract funds to schools, and how the DOE is allocating funds for districtwide initiatives.

The public comment process itself: Educators, parents, and all other members of the New York City community with feedback should e-mail us at [ContractforExcellence@schools.nyc.gov](mailto:ContractforExcellence@schools.nyc.gov), but of course we want to hear anything, any feedback or any comments or questions that you have this evening. Again, we have Ms. Villanueva and Mr. Klein here to assist with the questions. So --

MR. SPEAKER:

So in District 8, with all the kids going to pre-K, all the crowded classes, no seats, you're saying we're not going to get no money?

MR. KLEIN:

No. What it is is that Contract for Excellence is a supplementary resource, like other supplemental resources. This is one stream of money that's dedicated to what's called Contract for Excellence money that's tied to six models that the State Education Department has put forth. Schools elected -- what you see there is an aggregation of the district. In other words, what

NYC Board of Education - 9/16/09 - District #8

schools selected of those six buckets from their discretionary funding, that's what they selected and used their Contracts for Excellence funds for. That doesn't mean they didn't use tax levy funds, Title I funds, other types of resources and other streams.

You know that if you look at the list from the pre-K to early childhood books or offices, you will find that District 8 has quite a few pre-K programs; it's just that this particular fund which is dedicated to six particular models with specific strategies are what's used for the C4E funding that the state had provided from previous years.

This particular case is giving you the results of what the schools have done in those areas. In this particular case, schools in District 8 elected, based on the priority of the needs that they had in their schools, because there are a wide variety of needs in addition to those and other areas that we've mentioned before, had decided that they'd rather use their monies elsewhere and didn't use C4E funding for pre-K. But that doesn't mean that they didn't use it to get pre-K services.

MR. SPEAKER:

Well, it's throughout District 8.

MR. KLEIN:

Throughout District 8. And you'll find other --

MR. SPEAKER:

All throughout the city.

MR. KLEIN:

Right. I mean, you'll find --

MR. SPEAKER:

We need a lot of --

MR. KLEIN:

Right. And you'll find -- you know what? And if you go -- and if we were to take a look -- because this is not the first district I have; also in terms of District 8, 11, 12 and so on. Other districts did the same thing, that they aggregated their funds differently based on the needs of their schools.

So, again, it's a school-by-school decision. And what you're seeing here is more of an aggregation of the results of what schools in District 8 have elected to use with their funds.

MS. SPEAKER:

NYC Board of Education - 9/16/09 - District #8

Okay. A couple of questions. First, can we get copies of the slides that break down District 8 that's not in the packet, because packet doesn't break it down by district. So if you could get those to us, that would be great. Thank you.

MS. SPEAKER:

You can get that. You can also get the information online on the DOE Web site. It's all public information.

MR. KLEIN:

Right. All the stuff --

MS. SPEAKER:

Okay, so the slide that breaks it down by district is on there?

MR. KLEIN:

Right. Everything that you see here, in addition to other information, can be -- is found on the DOE Web sites under Contracts for Excellence.

MS. SPEAKER:

Okay.

MR. SPEAKER:

If you go in the Search menu and just type in "Contracts for Excellence", it'll bring you to the sites of all the various pieces of information, district-specific information --

MS. SPEAKER:

Okay.

MS. SPEAKER:

School-specific.

MR. KLEIN:

-- school-specific information, this PowerPoint, where to -- you know, where to comment and the various things that you can comment on. It's all in there.

MS. SPEAKER:

So two -- a couple more questions. Next question is, it states full-day pre-K program. Some of our schools don't have full-day pre-K. Were we not allocated this money because we have to have pre-K?

MR. KLEIN:

No, no, no. No, all --

MS. SPEAKER:

It doesn't matter? It just -- that's just --

MR. KLEIN:

No. If they allocated discretionary funds --

MS. SPEAKER:

Okay.

MR. KLEIN:

-- schools then elected to do what they felt their needs were based on the six categories that are allowed that particular funding source.

MS. SPEAKER:

So, now, if we went to our individual schools, would we see a breakout for this money?

MR. KLEIN:

You would have to look -- yes, you would see a breakout.

MS. SPEAKER:

So we'd have to break down our school, go to our school's budget --

MR. KLEIN:

You'd go to your school and you would see that, you know, School X has selected the following categories --

MS. SPEAKER:

And this is how much they put for each --

MR. KLEIN:

-- and this is how much they put into each of the categories.

MS. SPEAKER:

Now, I don't know if you know the answer to this. When the money is allocated out by the school itself, is that done through the SLT? Is that done through just the principal saying with his staff that's what we're doing? Do they open it up to the public? Like, how is the money disbursed, or is that truly just a school decision?

NYC Board of Education - 9/16/09 - District #8

MR. KLEIN:

It's a school-by-school --

MS. SPEAKER:

But there's no rule that they have to put it through the SLT that there has to be parent involvement with it?

MR. KLEIN:

There's -- I mean, as far as I know, there's discussions in the community about all various resources that go through --

MS. SPEAKER:

They do.

MR. KLEIN:

-- comprehensive educational planning.

MR. SPEAKER:

They do do it through the SLT.

MS. SPEAKER:

They do it through the SLT?

MR. KLEIN:

That's -- anything that goes -- it goes hand in hand with the informational programs, so it should be something that --

MS. SPEAKER:

So if it's not happening the way it's supposed to happen according to the rules, we can put that on the Web site and that e-mail address and say hey, our school, there's no parent involved, you are not getting to --

MR. KLEIN:

If you want to comment based on the --

MR. SPEAKER:

Yes.

MR. KLEIN:

-- questions --

MR. SPEAKER:

Yes.

MS. SPEAKER:

So we're going to send the e-mails, the e-mail's going to go down to you guys downtown, you're going to think about the feedback. Will we hear if the feedback was really heard? How do we know if our feedback -- because, believe me, you'll get feedback. However, how do I know that you've heard my feedback? Is there some sort of result saying Parents in District 8, there was, you know, twenty crazy parents who sent a thousand e-mails and this is what we took from what their needs are, or what? I'm just thinking that we're going to get all of our aggressions out in our e-mails and put this out there and say hey, this is what we need, this is what we want --

MR. KLEIN:

I will say this. They're making a gigantic effort to tape this presentation, to ask for all comments to be recorded and submitted with the tape for interpretation. I guess the best answer I could give you is that hopefully the comments are heard by -- you'll see the reactions and the actions that I've said that all will be applicable or all will be addressed, but hopefully some of the things that you addressed will be taken care of.

MS. SPEAKER:

So there will be some sort of final report stating this is what, you know --

MR. KLEIN:

The final report --

MS. SPEAKER:

-- what we heard and this is what we did?

MR. KLEIN:

The final report -- this is a proposed plan and will be the finalized plan.

MS. SPEAKER:

That didn't answer your question.

MS. SPEAKER:

No, it didn't, but that's okay. I get it.

MR. KLEIN:

You have a question?

MS. SPEAKER:

But it didn't answer her question.

MS. SPEAKER:

Well, because this is preliminary. Nothing is final.

MS. SPEAKER:

But even with it being preliminary, I think the bigger question that she's asking is are we going to know that any one actually acknowledged our concerns?

MR. KLEIN:

I don't think you'll -- no, I will have to say that I do not think you'll get a personal response to your questions that you submit.

MS. SPEAKER:

We just want the districtwide one. We --

MR. KLEIN:

What you will see is a finalized plan that hopefully will encompass some of the comments and concerns that you've addressed tonight.

MS. SPEAKER:

Can I just mention one thing, though? From working with schools, and, you know, I have twenty-eight schools that I've worked with and I've been doing this work for six years, part of what happens in a school is that the school leadership team is very involved in the budget, and should be. Okay? Now, I'm not -- I see you smiling. If that's not the case, seriously, what you need to do, honestly, is you need to address that to the school and, if you need to go beyond that, to the superintendent, because school leadership teams are supposed to be looking at the first -- you know, the budget for every school and, together with the principal and the teachers in the school, helping to make the best decisions for how money is spent in the school. It's supposed to be a collaborative effort. And quite honestly --

MS. SPEAKER:

I agree, just like SLTs are supposed to sign off on CEPs and things of that nature.

MS. SPEAKER:

Right.

MS. SPEAKER:

NYC Board of Education - 9/16/09 - District #8

Unfortunately, we don't have rules that are enforced. There's no slap on the hand if you don't do what you're told. So if a CEP goes in without proper signatures, or budgets aren't shown, or you get a budget where everything is blocked out --

MR. SPEAKER:

I'm not accepting a CEP unless it's a completed signed signature page.

MS. SPEAKER:

Okay.

MS. SPEAKER:

No, you see -- see, I have to tell you --

MR. SPEAKER:

I'm not taking it.

MS. SPEAKER:

Okay.

MS. SPEAKER:

And being a network leader, when those -- when they start to come in, as soon as I see that those things are not -- signatures aren't on there, I bring it right back to the school.

MR. SPEAKER:

They have to.

MS. SPEAKER:

I mean, she's sitting here; she'll tell you, this form too.

MR. SPEAKER:

All constituents have to sign off on that.

MS. SPEAKER:

Exactly. And Alta Brodsky (ph.) is here. You know, everyone needs to sign it.

MS. SPEAKER:

I did sign off.

MS. SPEAKER:

NYC Board of Education - 9/16/09 - District #8

Excuse me, Irene. In my school the leadership team is working all the time, right? When Ms. Segal was there, right? Was working. And when Ms. Segal was there, we didn't (indiscernible) because we see them now and we ask them -- they give you the package and we talked and (indiscernible) talked, principal talked, and everybody come out in common sense and we agreed all the time and everything. There was room for the crew, room for the party, and we fight and we said no, it's not like that. And we make way to the principal and the state, all the things we wanted. And then they come; they come and do it.

MS. SPEAKER:

Okay.

MS. SPEAKER:

So you, as a party to the leadership team, don't say words that later you're going to say oh, why'd I say that. But try to convince them, then, that you're the one got it right, because they're the principal for the party, and the big piece is out.

MS. SPEAKER:

Right. I agree. Okay.

MS. SPEAKER:

I'm on the SLT at I.S. 125, and we were given the whole school budget and we sat down with it and we picked it apart and we looked at every aspect of it and we -- you know, we had the opportunity to discuss it and to see if briefed it.

MR. BEHR:

Good.

MS. SPEAKER:

I mean, you know, that's the way it should -- I mean --

MS. SPEAKER:

Right.

MR. BEHR:

Any other comments, questions, concerns?

(No response)

NYC Board of Education - 9/16/09 - District #8

Then I thank you. Please note that we recorded everything that was stated, and we are submitting it to Central, which will get to the state. Thank you. Thank you, Mr. Klein. Thank you, Ms. Villanueva.