

Contracts for Excellence

District 5

425 W. 123rd Street, Room 205

New York, NY 10027

Public Comment

(Audio begins mid-sentence)

MS. REEVES:

-- of the plan, and I will review the plan directly with you. You should be able to also see on the -- as I need to discuss the Contracts for Excellence. I just wanted to highlight that, as you are beginning to take a look at the -- what is much more commonly known as C4E, Contracts for Excellence, just a couple of things that you need to take and keep in mind: that this is in the form of foundation aid from New York State; that the first year in which we received this aid was in 2007-2008. I also wanted to remind you that the fund provides for the support of specific program areas; that funds are expected to go to students with the greatest need; and that funds are set to supplement and not supplant a school's budget.

So you will note on the PowerPoint that has been prepared for you, it begins to discuss for you the Contracts for Excellence overview, which I just discussed with you just briefly, that funds are expected to support specific program initiatives, such as class size reduction, time on task, teacher and principal quality initiatives, and so on and so forth.

They are expected, as I mentioned, to benefit predominantly students with the greatest need. So we're talking about our students who are English-language learners or students who are in poverty, students with disabilities and, of course, our students who are at academic risk.

Given the severe downturn of the economy, please note that there are no increase in funding this school year, this fiscal year. So as I review the Contracts for Excellence budget with you, you will note that it has remained the same as the past school year. So just keep that in mind.

What this means is that there are no new Contract for Excellence funds. And also please keep in mind that all proposed allocations which are described in the plan, which I will review with you, are preliminary and they are contingent on further analysis of school-based conditions.

An example of a school-based condition would be, for example, if a school was allocated funding for reduced class size and now that school has no

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additional classrooms in which to really enact, reduce class size. Or if there are no additional teachers, then the school could not utilize the funding in that category.

So just know that in some cases schools may make certain decisions to make further changes.

As you are looking at the Contracts for Excellence plan, I just wanted to go over with you by allocation how the money has been allocated citywide. And this is a citywide allocation for fiscal year '10. You'll again note that for fiscal year '10 is 387 million, which was the same as -- which is the same as was allocated in fiscal year '09. So, again, there is no increase. There has been no increase in funds.

You will note that sixty-three percent of the plan has been allocated for discretionary allocations to schools. Again, these allocations -- this discretionary spending is expected to benefit students with the greatest need.

You will note that twenty-percent, or about seventy-six million dollars, of the plan has been allocated for targeted allocations to school. And the target allocations examples of that would be, for example, the continuation of supports for English-language learners; full-day pre-K; ASD programs, which are autism programs; summer school; and so on.

You will note that eight percent, thirty million dollars, has been allocated for maintenance of effort allocation. And what that means is that it supported previously funded Department of Education programs. So it's to provide continued support in those programs, for example, summer school, which we're set to have every school year.

And ten percent has been allocated for districtwide initiatives, and these are basically initiatives which were initiated at the central level and which we expect to be able to maintain. For example, middle school initiatives would fall under this category; principal training programs; schools restructuring programs would also fall under that category.

I wanted to now provide you with the allocation by program area. We just looked at the basic allocation. So let's take a look now at 2009-'10 citywide plan or by program area.

Again, you will note that the fiscal year '10 contract is 307 million dollars. You will note that 39 percent of the funding has been allocated for class size reduction, which is 143 million. Time on task, 27 percent of the funding has been allocated, which is approximately 103 million. And time on task specifically refers to before- and after-school programs, summer school programs, any dedicated instructional time which our schools may establish, such as (indiscernible) scheduling or (indiscernible) scheduling periods of the day, and also individualized tutoring.

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Fourteen percent has been allocated to teacher and principal quality, and this refers to mentoring for new teachers and principals and serving as coaches. Ten percent, approximately thirty-nine million, has been allocated to middle- and high school restructuring, two percent for full-day pre-K, seven percent for model programs for English-language learners. And you'll note that there's one percent which is -- which says "TBD". That is "to be determined". That amount was unscheduled as of September 1st.

Again, this slide simply provides for you the discretionary spending by the program area. Again, you'll note here that the discretionary amount, which means that this amount of funding, this is the funding that schools basically have some discretion as far as how they will allocate. The discretionary amount is 242 million dollars citywide.

And of the discretionary funding, thirty percent has been allocated for time on task, nineteen percent for teacher and principal quality, four percent for middle school restructuring, and ten percent for ELLs. And two percent of the discretionary funding remains unscheduled as of 9/1/09.

Again, thirty-five percent has been allocated -- the greatest amount of the money has been allocated for class size reduction.

To go further and in taking a look at the discretionary allocations to schools, again, remember that these discretionary dollars benefit students with the greatest need. So you'll note that 242 million were released to schools in May of 2009. So schools already have that money; the funding is already in their budgets. And that sixty-three percent of the total amount that is in the contract has already been released to schools as of May 2009.

There was guidance that was provided to schools on how to begin to program and spend the funds and to allocate the funds. However, if a school could not maintain their program -- I'm going to move to this slide in a minute. I just wanted to indicate that, as like I said earlier, that that -- those schools then had to make some significant changes in how they would reallocate that funding.

Again, the 2008-2009 amount was determined by using a formula, which was based on student need and defined by the State Education Department and also by the Contracts for Excellence regulations.

As I had indicated, the funding is split between two screens: One is discretionary; the other is targeted. So we just looked at the discretionary portion of the funding. This is now taking a look at the targeted allocation to schools. Of that amount, which is about twenty percent, there is seventy-six million in the estimate where schools are receiving these allocations based on overall student need and the capacity to really carry out specific programs.

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Funds were allocated to schools for specific uses, such as collaborative team teaching, which are special education classrooms; full-day pre-K, six million dollars; seven million for Autism Spectrum Disorder classrooms; and two million for ELL summer school.

Again, this is targeted. And please be reminded that schools, in receiving this funding, the funding will not change as long as they are able to retain the population which is necessary to maintain the effort. So what that means is that if there is a change in schools, in the population of a specific category of students, it may impact the funding that they would have received.

In looking at our districtwide initiatives, please also note that while these funds will not appear on schools' budgets, they're part of the citywide fund of the citywide plan. And the Department is required to attribute these funding -- these dollars to schools as part of the overall citywide plan.

So, again, these funds will not appear in the schools' budgets directly, and that's ten percent of the contract amount.

Of that -- of the district initiatives which will not appear in any school's budget, you'll note that seven million has been allocated for Multiple Pathways to Graduation initiatives. Those are initiatives that have been developed for overage and undercredited students.

Ten million has been allocated for principal training initiatives; five million for school restructuring initiatives; seven million, which is your two of the English-language learner success and middle school success ranks, and this year, for the first time, ten million has been allocated for college and AP prep for high-need grades 9 through 12 students.

With the allocation of the ten million for the college and AP prep, they have reduced the allocation which was really designated for the middle school ranks. Okay, last year you'll note, if you were to review the C4E allocation, that that allocation was larger. So part of that allocation is now being spent for college and AP prep for students in grade 9 through 12.

And in fiscal year '09, with the maintenance of effort, it was nine percent -- I'm sorry, eight percent of the total contract, which is about thirty million dollars, was sent to maintain summer programs, impacting students with the lowest academic achievement.

I wanted to now just give you the actual information as it pertains to District 5, CEC 5. So you'll note for our district, for class size reduction, as far as the discretionary spending, the proposed discretionary spending, the allocation -- this, again, is not specific to any one school; it's the total district -- our schools have allocated 39 percent, or approximately over 1,486,000 dollars, to class size reduction. They have allocated 46.1 percent of the total budget to time on task. They've allocated ten percent to

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principal and teacher quality initiatives. There has been -- the schools did not choose to use their discretionary funding in the area of middle- and high school restructuring and in the areas of full-day pre-K. And our schools chose 4.1 percent of their discretionary spending for model programs for English-language learners. It brings the total for CEC 5, as it pertains to discretionary funding, to 3,811,344 for CEC 5 for discretionary spending, which is 100 percent of the allocation that was provided to our district.

Again, please note that, as far as each individual school, I provided for you a note in the presentation. There is a schools Web site where you will be able to go on and be able to take a look and review individual schools' allocation. So you will have that information.

Again, in reviewing CEC 5's allocation, these are now funded -- the way the funds have been allocated by program, you will note that 26 percent has been allocated for the creation of additional classrooms, which is over 1,426,000 dollars. You'll note that 17.6 percent has been allocated for reducing teacher-student ratio, which, again, within that category brings the total to over 2 million dollars. The citywide total was 153 million in that category. And for our district it's over 2 million that we were allocated, which is about 43.6 percent of the total for that specific category that was allocated and spent for class size reduction.

For time on task, again, in reviewing, you'll note that 38.6 percent of the budget has been spent for programs under that category, which are four after-school programs, our summer school programs, dedicated instructional time, and individualized tutoring.

And 12.1 percent of the budget has been allocated to teacher and principal quality initiatives.

By program strategy, you will note -- remember previously when I -- in one of the slides you probably noted where it demonstrated that the middle- and high school restructuring there were -- was not funding allocated as far as the discretionary funding. However, as far as targeted funding, you'll note that our middle- and high school restructuring program for instructional changes did receive 131,643 dollars in targeted funding, which is about 2.4 percent of the total budget.

And for model programs for ELLs, you'll note that 3.3 percent has been dedicated for that. And under model programs for ELLs, it is further down by looking at the type of innovative programs, teacher recruitment and parent involvement, et cetera.

Just a note that should be (indiscernible) reminded, that teacher salaries, of course, has risen. More funds were required to maintain the same number of teachers as last year. Also, please keep in mind that the funding has been impacted by register changes and average teacher salary changes.

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Even schools that allocate the same amount of money year over year to class size reduction activities may experience some slight increases in class size or pupil-teacher ratios.

And also, as I have stated earlier, the severe economic downturn faced by the state and the nation required, as you are aware, approximately a 4.9 cut to our schools. And I'm sure that each of you will --- in speaking with principals, principals will be able to inform you of the approximate percentage that individual schools had to reduce their budgets by this year.

And you'll also note that many schools chose the class size reduction or pupil-teach ratio strategies in order to avoid increased class size.

Just to take you back, please note the Web site. We provided you with a form where you can certainly provide us with any feedback, any questions, any comments, but also note that the deadline for public comment is October 8, which is thirty days from the date that the comprehensive plan was posted on the Department's Web site. I would encourage you to please go and post your comments or any feedback. We provided you with the Web site. Any educators, any parents are asked to provide feedback at ContractsforExcellence@schools.nyc.gov. Please feel free to go to the Web site and post your comments, but please keep in mind that the deadline for public feedback is October 8.

Are there any questions, comments?

(No response)

And I also wanted to introduce Kebrina Carter. Kebrina is our grants officer and supports all of our schools in the district. She attends every CEC meeting. So Kebrina is here and is willing and able to also speak with you regarding any individual schools' allocations if you have any questions and would like to speak with her private or personally about that. Okay?

Okay, so I will please encourage you to also provide me with any worthy feedback since there are no questions thus far. And I'm going to take you through the rest of the agenda.