

Contracts for Excellence - 1434 Longfellow Ave. September 15, 2009

Contracts for Excellence

9/15/09

District 12

1434 Longfellow Ave., Rm. 409

Public Comment,

MS. RODRIGUEZ:

-- going to be taped, not videotaped but it will be sound audio taped. And it will be -- in this special meeting, and it will be submitted to central.

FEMALE SPEAKER:

Jill, we'll have that roll call.

FEMALE SPEAKER:

Okay, I'm coming right now.

Roll call?

Katherine Ryans (ph.)?

MS. RYANS:

Present.

FEMALE SPEAKER:

Ada Porlone (ph.)?

FEMALE SPEAKER:

He's absent.

FEMALE SPEAKER:

Anna Kasharow (ph.)?

MS. KASHAROW:

Present.

FEMALE SPEAKER:

Winifred Colton (ph.)?

MS. COLTON:

Present.

FEMALE SPEAKER:

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Sue Giffa Guerra (ph.)?

MS. GUERRA:

Present.

FEMALE SPEAKER:

Rahim? Absent. Myrna?

MS. RODRIGUEZ:

Present.

FEMALE SPEAKER:

Carmen?

CARMEN:

Yes.

FEMALE SPEAKER:

And Tijuana Rawlin (ph.).

FEMALE SPEAKER:

(Indiscernible).

FEMALE SPEAKER:

Go ahead, Myrna.

MS. RODRIGUEZ:

Okay. Welcome --

CARMEN:

Good evening, everyone, to our special meeting. We have a special guest --

FEMALE SPEAKER:

Wait, wait, Carmen --

FEMALE SPEAKER:

There's nothing --

FEMALE SPEAKER:

It's not on?

FEMALE SPEAKER:

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I'll put it on.

FEMALE SPEAKER:

Did something happen?

CARMEN:

It's not working?

MS. RODRIGUEZ:

No. Oh, now I have something.

CARMEN:

Now?

MS. RODRIGUEZ:

You have to do roll call again. I thought it was on.

FEMALE SPEAKER:

Katherine?

KATHERINE:

Present.

FEMALE SPEAKER:

Sun Ying (ph.)?

MS. YING:

Present.

FEMALE SPEAKER:

Vernon (ph.)?

VERNON:

Present.

FEMALE SPEAKER:

Carmen?

CARMEN:

Present.

FEMALE SPEAKER:

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And Winifred?

WINIFRED:

Present.

MS. RODRIGUEZ:

Continue.

CARMEN:

Good evening, everyone, to our special meeting on the Contracts for Excellence. You know that Contracts for Excellence is have something to do with the lawsuit on --

FEMALE SPEAKER:

Contracts for Excellence.

FEMALE SPEAKER:

Okay.

CARMEN:

Yeah, the Contracts for Excellence. I hope, you know, because we (indiscernible) poorest community of the United States that you know all our rules we start to get some money, some of this money.

Go ahead, Robert.

MR. KLEIN:

Okay.

CARMEN:

We have represented tonight -- Myrna, you want to say something before?

MS. RODRIGUEZ:

Tonight is a special session for the Contracts for Excellence, Tuesday September 15th, 5:30 p.m. (speaking in Spanish) located at -- we are working from District 12, 1434 Longfellow Avenue, Bronx, New York. Roll call has been made.

The presentation now will be from Mr. Robert Klein, director of special projects, together with myself and Ms. Mante Milvillanova (ph.) who is from central. We have in the audience parents and our borough director for (indiscernible) Justine Santiago.

Thank you, Mr. Robert Klein and Ms. Mante Milvillanova. Thank you for coming. If you could start the PowerPoint presentation. I will ask the members

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of the CEC And I will ask the members of the family groups here to leave all questions till the end so that we can be sure that maybe those questions might be answered throughout the presentation.

Mr. Klein?

MR. KLEIN:

Thank you.

MS. RODRIGUEZ:

Thank you for coming.

MR. KLEIN:

Thank you. Welcome. Good to see everybody again. I know I see you in a variety of different venues but I'm glad to be here at the CEC meeting tonight. I'm here to talk to you about Contracts for Excellence 2009-10. And basically what we're going to talk about is some of the things that are proposed in this plan, and we'll talk about this plan as it relates to last year's plan and so you'll hear a lot of things that we had talked about already because the similarities are still there. So my take, and I will be sharing the responsibilities of going through the content as well as the budgetary information so you'll see us interjecting, going back and forth, and I'm sure Myrna will also interject as well with some information.

So to begin with, as we know, Contracts for Excellence is sort of like an overview. We're going to take a look at it. If you look at Contracts for Excellence money, we know that these monies come to support schools and students that are at risk and are performing at the lowest levels.

And there are very specific strategies and targeted strategies and models that are used to support schools in those efforts. Specifically, funds must support specific program issues in class size reduction, time on task, teacher and principal quality initiatives, middle and high school restructuring, full day pre-K kindergarten, and model programs for English language learners.

And then the funds must also go to students who are in the greatest educational need. So for instance, they target specific groups. We've talked about this and other things such as the district comprehensive educational plan. If you remember, we talked about groups such as English language learners, students in poverty, students with disabilities, and students with low academic achievement or at risk of not graduating. So we're covering not only the elementary middle level, we're covering also from the high school level as well.

Okay, so we're sort of, like, taking a beginning look. If you remember a little overview of what we had from the past and going forward, Contracts for Excellence 2009-10, as you know that given the economic times and terms of severe times of downturn apprised by the state and the nation, you know, New York State Health State Foundation aid black, means kept at the same between

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from fiscal year '10 and fiscal year '09, and is currently projecting no increase in foundation aid for fiscal year '11 as well.

So this means that the current year, fiscal year '10, and next, there are no new contract exit funds to apply towards new or expanded programs. Once again, no new or expanded programs. As a result the year 2009 plan is that called maintenance of effort, meaning they're going to maintain the efforts of what happened last year using last year's plan in 2008-'09.

So specifically if you know what we've talked about because we have talked about this for quite a bit, you're going to, again, like I said, hear quite a bit of information from last time. That's because the plans are absolutely similar in terms of efforts and supports.

And just keep in mind that if 2009 is the maintenance of effort year, please note that all proposed allocations described in the plan are preliminary and are contingent on further analysis of school-based conditions. And we'll talk a little bit more about that as well, what we mean by school-based conditions, of what minor changes there might be and so on, as it relates to school by school. Next. Okay.

MS. RODRIGUEZ:

So the City of New York for 2009-2010 received a total of 387 million dollars in Contracts for Excellence funds. The way that the City of New York is proposing on spending this money is that sixty-three percent of that money is going to schools, which is also considered discretionary funding for schools. Twenty percent, seventy-six million dollars, is going to be targeted to schools to service specific population. And we're going to talk a little bit more in detail about what each of these means and some specific categories that fall under each. Ten percent, or thirty-nine million is for district-wide initiatives. And eight percent or thirty million is to maintain efforts of some specific programs for schools.

CARMEN:

What did you say, that they what?

MR. KLEIN:

Maintenance of effort.

MS. RODRIGUEZ:

I'm sorry?

CARMEN:

On big effort.

MR. KLEIN:

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Right, maintenance of effort. In other words, maintaining the efforts that were used last year. Okay? The bigger idea, the bigger picture when we talk about -- since funds are the same, remember we talked about there was an allocation last year for 2008-09. There's an allocation for 2009-10. The difference of the allocation did not change and since the plan that we had last year is based on that allocation and the allocation is the same for this year, we're utilizing the plan from last year and we're calling it maintaining effort or maintaining our efforts in supporting the program that were in last year's plan. Overall that's called maintenance of effort. Okay? And then there's another piece of that, within the overarching thing there's a smaller section called maintenance of effort and we'll talk more about that as well, what the distinction between the whole program calling maintenance of effort versus a category of maintenance of effort.

Okay, so now Mante's going to talk a little bit about -- we talked about the basic bigger chunks, now Mante's going to talk a little bit about what those look like in terms of the model programs that schools are selecting from.

MANTE:

Before we talk about the schools, we're going to talk about how the City of New York is proposing on spending this money based on the different program areas that Bob Klein mentioned on the first screen. Thirty-nine percent of that money is going to be used specifically for class size reduction.

CARMEN:

That I'm not going -- I'm not going to take that from you or from nobody because all of our schools are overcrowded. How they are going to cut the class size? That is a lie, you know? And I don't -- I know that you're only the messenger, but you know I'm ready for it because that is a big, big lie. Sorry, go ahead.

MANTE:

Twenty-seven percent of the money that they have is going to be used for time on task. And there's different strategies that they use under time on task. The same thing for class size reduction. Class size reduction we're going to talk a little bit about different programs that fall under that.

Fourteen percent for teacher and principal quality. Ten percent for a middle school and high school restructuring. Obviously that is for middle schools and high schools.

CARMEN:

Do you have the information, I'm sorry, I meant to --

MR. KLEIN:

Yeah, we're going to go through the explanation, Carmen, and --

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CARMEN:

I am the chairperson of the county board. I want to know, you said for principals what?

MR. KLEIN:

Principal quality -- principal and teacher quality.

CARMEN:

Where do you -- how would you be likely to do that?

MR. KLEIN:

In other words, funds could be set aside for professional development or other kinds of supports to improve --

CARMEN:

Aren't they supposed to come already --

MR. KLEIN:

-- principals as well as teachers. So for instance, they may want to bring in a specialist to come in to deal with instructional relat -- issues that relate to specific subgroups. They may want to talk about leadership skills and moving a particular school in the structure that it's in currently in terms of its needs and helping move that along and facilitate that to make it happen throughout. But that -- so it depends on whether they want to improve teaching quality within the content or pedagogy or they want to improve principal instruction in terms of leadership and how to help teachers improve.

CARMEN:

Because if it is for the principals, I'm telling you, that is a waste of money.

MR. KLEIN:

No, no, no, no, no, this goes to principal -- school, to the school. In other words, in the school there are -- obviously we know there are new teachers, there are teachers at different levels, right? We know that there are certain teachers that are new, teachers that are coming from other professions, and just we're trying --

CARMEN:

I'm telling you that we have new.

MR. KLEIN:

Right, but we have -- but someone has to work with them, right? Someone's got to train them. There's not enough to, let's say, have them all go out and do one thing, but they're also bringing the part where teachers can now get additional

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supports in teacher quality, improving teacher quality within a particular subgroup like the ELLs, improving ELL instruction.

If a school, let's say, is in need of improving their ELL instruction because let's say on their school report cards it shows that they're being held for not making annual yearly progress for ELLs and they need to improve not only within the ELL teachers but also improve those teachers that are working with ELL students. Or principals are trying to develop an overall program of leadership within the schools in terms of fitting a much bigger scale improvement of teachers and they're showing principals some of the things that they can do, so that's all under the umbrella of principal and teacher quality.

MANTE:

And just to share with everyone here in the audience, this is an overview of how the city is proposing. We're actually going to narrow it down to the District 12 and we're going to show you --

CARMEN:

Who made that decision? Who made that decision?

MANTE:

Well, there's different factors that come into here. There's the district making decisions and then there's schools. The schools actually got the biggest proportion of this funding which was sixty-three percent, and then schools have the opportunity to decide how they're going to use the money and they decide based on different factors what is the greatest need of their students and their building. That might be different from one year to the next. So it's really at the principal's discretion.

CARMEN:

You know something, Robert? I really love -- you know, because whenever -- we love you because whoever take, you know, District 12 upon themselves, upon (indiscernible) because we always the last. But you know something? When they made that, I want to know, Robert, how many of our schools get money last year and the amount of money, because they are saying here that they're using the same formula of last year for this year, you know that is coming, whatever. I want to see, you know, that. They don't show me, because you know, Robert, it's time for us to go public. You know? Because how dare they're going to say that we have that amount of money on class reductions. That never happened. You have schools with 1,200 kids. How they are going to cut the class size?

MR. KLEIN:

Yeah, but you have to also remember that this money is not the only money that's set aside to help support class size reduction. We're talking about one funding

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stream. We know that there are other funding streams and we know that schools make decisions about what they're going to do with their funding based on that.

You could also keep in mind we've had conversations in terms of the district with regards to schools' needs in terms of what areas they've been identified with. Remember we had looked at some of the things where we dealt with ELA and mathematics in terms of the subgroups.

CARMEN:

(Indiscernible), Robert. And I --

MR. KLEIN:

I know, I know, but I'm --

CARMEN:

And I'm educating you, I'm happy to give a report, you know?

MR. KLEIN:

Right.

CARMEN:

You have to do what you have to do. But -- but we had the meeting with a lawyer from the (indiscernible) equity and he said that most of the money have to go to cutting the class size. They want to show them that in District 12 we're cutting the class size, and that is not true. Because what he said was that if we have our most crowded school they're supposed to have more than one teacher in every classroom or a teacher and a teacher's aid.

MR. KLEIN:

Right, there are two ways you can do it. You could either open up another classroom, a physical condition --

CARMEN:

But that's not happening, Robert.

MR. KLEIN:

But there may not be room in that building. We agree that some buildings have an opportunity to increase the classroom sizes or move things around in the building but in some cases they can't. The other option is to reduce the teacher/student ratio which is by putting additional staff within the same classroom. You're right. There are obviously lots of ways of doing it.

CARMEN:

We don't have any.

MR. KLEIN:

There are ways to reduce the class size. So right now we're just talking about the citywide, and then we'll get specific to the district.

CARMEN:

I don't care how the citywide. You know something? And I'm sorry. And I'm sorry, you know? And I'm sorry, Robert, because you know when we are talking about my poor kids of District 12, you know, I don't bend, you know? I never bend. And that's a lie. I'm sorry, Robert, that I keep interrupting, but I want that recording to let me tell them that they are liars, you know, whoever made that decision. Go ahead, Robert, I'm not going to interrupt you anymore.

MR. KLEIN:

Okay.

MR. SPEAKER:

You hope. You hope.

MR. KLEIN:

Carmen, you know I love this critique, seeing that's for the record.

CARMEN:

You love me. You love me.

MR. KLEIN:

That's on the record.

MANTE:

Okay.

CARMEN:

This is a lie.

MANTE:

And two percent for full day pre-Ks, seven percent for model programs for ELLs,. And currently when we got together to make this presentation there were still four million dollars, equal to one percent, that was still unscheduled. So that can go into any of the six programs. We don't yet until the schools make a decision on how they're going to fund the various programs.

So now we're talking about school level discretionary spending. This is not the city, this is what the schools got. This is that sixty-three percent that schools got

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for '09-'10. And this is publicly available data. We can get this information also from the DOE web site.

Class size reduction, eighty-five million dollars, which is thirty-five percent of the funding that schools got. That's what they're earmarking their funds for. Schools made that decision.

Schools also made the decision that they would take thirty percent of their money and channel it to time on task. And there's four different strategies that we can have under time on task, and we're going to talk again about those.

Teacher/principal quality, nineteen percent. Model programs for ELLs, ten percent. Four percent for middle school and high school restructuring. And again, four million is still unscheduled. That was the funding I just talked about that schools have not yet determined how they're going to use their C4E money in these six programs.

MR. KLEIN:

So let's get specific in terms of some of the different type of descriptions and explanations around those categories. So when we talk about discretionary allocations to schools, we talk about 242 million in Contracts for Excellence were released for 1,400 plus schools in the year 2009. That represents sixty-three percent of the total amount that we mentioned before.

The description of what that means in terms of discretionary allocations, discretionary means the guidance the schools that use for Contracts for Excellence funds should be used for continuity of service for existing C4E programs. And we mentioned those before, those categories, those six categories and those six areas.

However, if the school could not maintain effort due to significant changes in the student population or its overall student -- you know, it's structural strategy, it could choose to reallocate some of the funds to different program areas as needed. Okay?

And then finally, amount per school was the same as 2008/09 as was determined using the formula based on the student need and defined by the state ed. department and C4E regulations. So the discretionary funds are the funds that the schools are using to incorporate or implement some of the six categories that I mentioned earlier in the beginning of this discussion.

Then there is the targeted assistance allocations for schools. That's a set -- there are seventy-six million, in our estimate, in the category of preliminary posting plan. Schools that are receiving allocations were chosen based on overall student need and capacity to carry out the specific programs. So it's very targeted.

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That description means that when you talk about funds that are going directly to schools for specific uses that are eligible within the CPE programs they're talking about using sixty-one million dollars with collaborative team teaching CTT classrooms. That's like what we talked about a little earlier, right? We said when we talked about -- we talked about the different types of ways of restructuring the class size. And I agree with you there's different ways of doing it. This is one of those ways, by student/teacher ratio.

Another would be six million to do full day pre-K and then there's seven million for a specific program on autism spectrum disorder, ASD classrooms. And then two million used for ELLs in the summer school program.

Schools that received targeted C4E allocations in 2008/09 receive these allocations again in 2009/10 as long as they've retained the population necessary to maintain that effort. In other words, if there was a decrease in the ELLs or they had some shifting and things, you know, it would depend, that may change up a little bit of the targeted amount of money.

So that the example is if a school was supporting ten new CTT students in 2008/09 and there's a net loss of eight CTT students in 2009/10, the school received FY10 C4E CTT allocation that was slightly lower or lower than it was the previous year.

Another type is there's a district wide --

CARMEN:

That is district wide, no?

MR. KLEIN:

-- initiatives. The district wide initiatives are amounts that there's thirty-nine million for that category. While the funds do not appear on the school's budget, the department is required to attribute dollars to impact its schools as part of the citywide C4E. So ten percent of that bigger amount that we talked about before, that's what's targeted to district wide initiatives.

And what's a district wide initiative? That's the funds, for instance, that if you think about the seven million dollars that goes to multiple pathways to graduation initiatives, in other words, we're targeting students that are under-credited and overaged.

And then another one would be ten million for principal training initiatives, five million for school restructuring initiatives. And there's a group -- we'll talk a little bit about what that means, the restructuring initiatives, because we can physical restructuring or instructional initiative or restructuring.

Seven million for the year two ELL success and middle school success grants and ten million for college AP prep, a high school need, 9 through 12. And keep in

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mind that '09/'10 replaces the higher allocation in '08/'09 for the middle school success program which --

FEMALE SPEAKER:

Has been approved.

MR. KLEIN:

Right, it's being -- it's going to be increased, right. Okay, so it should be reduced down by a little bit by the second year. That leaves us with maintenance of effort, and that's a thirty million dollar allocation from the city. That's eight percent of the total contract amount where the department is using funds to maintain summer programs that are impacting students with the lowest achievement in terms of academic performance.

MANTE:

So here's specific to district numbers. For District 12, District 12 got a total of 8,351,143 in C4E programs. The way that it is broken down and it translates into is that forty-eight percent of schools in District 12 decided that they were going to fund class size reduction program. Another thirteen percent decided they were going to initiate time on task activities. Another five percent is going to focus on teacher and principal quality initiatives, two percent on middle school and high school restructuring. And no school in District 12 decided to put funding towards full day pre-K programs. And twenty-six percent of the schools decided they were going to implement a model program for English language learners.

CARMEN:

Do we have how -- Myrna, do we have autistic kids in District 12? Do we have a school who have autistic kids?

MS. MARTINEZ:

We have in this -- we have in District 75 children who are autistic. But --

CARMEN:

There are no 12.

MS. MARTINEZ:

They're in District 12, yes.

CARMEN:

You know district 75 doesn't have anything to do with District 12. It's a different district.

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MS. MARTINEZ:

But they still take care of our students, our children.

CARMEN:

Then for them I have to be representative also, District 75? This is the question here. I can't decide on them. If District 75, who I have nothing to do with, is going to get a piece of the pie, we don't have anything to do with that. Another thing is the Principal's Academy. Every principal who come from that Academy was removed --

FEMALE SPEAKER:

Is here.

CARMEN:

No, was removed from directory. You know, and then -- then we are wasting the money that we need for books --

FEMALE SPEAKER:

And our kids.

CARMEN:

-- and the kids. You know, wasting the money in that program. But Academy, who are they, who for nothing? They're not going for (indiscernible), sorry. Do you understand? Why we have to share with District 75 that have their own funding? They get plenty of funding. I know about Title I or whatever, more than one percent. You know, this is a complete lie.

You know something, Robert? I'm the lady -- I am very sorry but whoever is going to hear me is going to hear me when I go downtown because this is a lie. I know that is your job to present to us whatever they are saying that they are doing. But you know I'm going to recommend my members that, you know, don't get blind by whatever their (indiscernible) is putting there because that's not true.

Robert, can I have the next time that I see you a list of the schools in 12 who got money last year from that?

MR. KLEIN:

From the --

CARMEN:

I don't want to know about the Principal's Academy --

MR. KLEIN:

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-- you mean the CE, right?

CARMEN:

-- because that's a waste of money.

MR. KLEIN:

No, you want -- you mean the C4E money?

CARMEN:

Yeah.

MR. KLEIN:

We have it in the -- we have last year's DCP which is in its --

CARMEN:

The schools who got it.

MR. KLEIN:

-- the schools who got it in the various categories. And it's in --

CARMEN:

Then I have to read those --

MR. KLEIN:

And it's in -- yeah, but it's organized. And it's in this year's -- you know they're organized.

CARMEN:

It doesn't have numbers, the pages doesn't have numbers.

MR. KLEIN:

Yeah, but it's -- no, no, no, it's in that one section in the executive summary of the DCEP.

CARMEN:

Okay, it allocates the money. Then I have --

MR. KLEIN:

And this year we'll -- again, we'll hear for this year's --

CARMEN:

I have to get you next month?

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MR. KLEIN:

Yeah, I'll show it to you. I don't have any problem with that.

CARMEN:

They could see it?

MR. KLEIN:

Um-hum.

CARMEN:

All right. I want to know what are the autistic kids in 12. I want to look what they are.

FEMALE SPEAKER:

Okay.

CARMEN:

Go ahead, darling.

MANTE:

So this is the breakdown in District 12 of how they're spending the money. We've mentioned a lot class size reduction. There's two different program strategies you can have on the class size reduction. Bob mentioned one earlier, which is creating additional classrooms. That means there's a physical room that's made for a new class. District 12, of the total money that they got, twenty-three percent of it went for that initiative.

For reducing the student/teacher ratio, you hire new teachers so there's additional instructional staff in a school building. Twenty-four percent of that funding was used for that. And in District 12 that is six million dollars, which is forty-seven percent of the funding.

Time on task, we mentioned earlier, these were the four different strategies that you can have under time on task. There's after school, before school, Saturday programs. There's the summer programs which they can also have, dedicated instructional time, teachers spending one on one with students or having blocks of schedule in the school building and also individualized tutoring.

These are the percentages for that: nine percent for after school programs. Actually, in District 12 they did not put any money towards the summer programs. 5.7 for dedicated instructional time, and for individualized tutoring one percent. And these are all decisions that were made at the school level.

For teacher and principal quality initiatives, these are the four different things that are all under that particular program area. You can implement a program to

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recruit and retain teachers that are highly qualified; introducing and implementing professional mentoring for beginning teachers and principals; instructional coaches, bring on people for your new teachers; and also for leadership coaches for your principals. How that translates into -- District 12 spent 8.6 percent of their funding on these four initiatives that you see here.

For the middle school and high school restructuring programs, in District 12 ten percent of the schools decided to introduce instructional changes. And very little in District 12, 0.2 percent, decided to implement structural changes under this particular program area.

As I mentioned earlier, no schools in District 12 decided to fund full day pre-K programs with this particular funding.

And under the model programs for ELLs, these go to different strategies that you can have under that program area. You can have innovative programs for ELL. That was a new initiative in '09/'10. You can also have teacher recruitment targeted for this particular population, and also for parent involvement which is a huge initiative that is very critical. And that translates into 16.4 percent of the funding for District 12.

When you add of that up this is what we have for District 12. They got 13 million, again, 872, and these are the different sources that they put their money into. And you can actually get this information from the web also.

MR. KLEIN:

So basically, and just to kind of add a little bit more conversation about class size reduction. As teacher's salaries we know rise, and you know that this basically impacts on the funds that are used to maintain their salaries, in terms of the maintaining the effort. We look at also register changes and average teacher salary changes.

Even schools that allocate the same amount of money year after year to class size reduction activities may experience slight increase in class size or pupil/teacher ratio because the money was the same but those salaries went up or the register changed and however the buckets of money that were used, specific strategies for the class size reduction remained the same.

So we need to keep that in mind. And also keep in mind the economic downturn faced by the state in terms of the average 4.9 percent cut to schools causing a large number of schools to eliminate a teaching position which could also have some impact on class size as well. And then finally, many schools choose class size reduction or pupil/teacher ratio strategy as much as they can to avoid the increase in class size.

And then finally, there's an opportunity for public comment. If you look on the -- basically that is the -- we want and welcome feedback. You know, we want your feedback. The deadline for public comment is October 8th. And the public and

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you can really have a conversation. You can talk about the various aspects of the plan that are listed here.

CARMEN:

Anybody wants to say something? We can wait.

FEMALE SPEAKER:

I want to say something but I'll wait for the end.

MR. KLEIN:

And there's the e-mail address that you can write to with your feedback on any of the above areas. So --

FEMALE SPEAKER:

So in other words, you make a comment and you would send an e-mail.

MR. KLEIN:

Yes.

CARMEN:

This is why they say it because nobody's going to do it. That's why. You said -- if anybody wants to say now they have to have a --

MR. KLEIN:

Now there's an opportunity --

FEMALE SPEAKER:

My opportunity is to say, you know, right now, bring us what each and everyone last -- the schools in my district are getting. Write it down. Don't bring us the summary and fifty percent this and whatever. My parents don't understand that. Okay?

MR. KLEIN:

Um-hum. Well, we know that in our --

FEMALE SPEAKER:

Break it down --

MR. KLEIN:

-- in our executive summary of our district's DCEP, in that section that says Contracts for Excellence there's a few things. It talks about that each of the districts, specific to subgroups. It also talks about which schools have invested

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their funds or targeted their funds for any one of those six categories, and where they are at in terms of those schools. So you can see --

FEMALE SPEAKER:

And you brought the funding your district --

MR. KLEIN:

-- what's in the DCEP. Well, we can talk about that.

FEMALE SPEAKER:

You ask questions like --

FEMALE SPEAKER:

This is -- this --

FEMALE SPEAKER:

You can (indiscernible). You watch it.

MANTE:

Well, I watch this.

FEMALE SPEAKER:

You watch it and you know what they spending it on.

MANTE:

Yes, absolutely.

FEMALE SPEAKER:

Okay. Now, I'm asking you, okay, as a concerned person for this community too as well, I want to know how that money is being spent. Are they giving us just a percentage with the whole? I want to know whatever --

FEMALE SPEAKER:

How many schools in that District 45?

FEMALE SPEAKER:

Well, anyway, because you don't put all these buildings, I would like to know school by school, according to (indiscernible) want to know because they've got a certain amount of schools they go into and they need to look at. They need to know what they do in the schools that they have?

CARMEN:

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I'm going to get that.

FEMALE SPEAKER:

Can I say something?

FEMALE SPEAKER:

You know what I'm saying? What the money is being used for.

MANTE:

Yes.

FEMALE SPEAKER:

In the public record we're going to get that paper when we review your request we're going to take it on the DCEP which has all our schools in District 12 and it will tell you what they use those monies for, what their funds --

FEMALE SPEAKER:

So that's every school? Every school, it's going to have a list of the schools from A to Z and it will have --

MR. KLEIN:

It says --

FEMALE SPEAKER:

-- across the board what they're spending on everything, right?

MR. KLEIN:

It said --

FEMALE SPEAKER:

We don't want, like, you give us a summary --

CARMEN:

Okay, not at the same time.

FEMALE SPEAKER:

We don't want that.

MR. KLEIN:

It says --

FEMALE SPEAKER:

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I want exactly what you spent.

MR. KLEIN:

It says School X is using its money on the following different models. It says maintenance of effort, this is how many for that, this is --

FEMALE SPEAKER:

I think that should be very clear on this. He already -- Mr. Klein explained the following. This is not the whole school budget.

MR. KLEIN:

Right.

FEMALE SPEAKER:

The school gets money from many different sources. The Contracts for Excellence could only be used in the way that they delineated here and the schools had a choice. They had to have enough children in that population in order to put it in. If they don't have ELLs, you could not choose ELL Summer.

FEMALE SPEAKER:

That's okay. So --

FEMALE SPEAKER:

So we're going in the section where they have, like, full day pre-K, if you don't have enough children --

MR. KLEIN:

To do full day pre-K, it wouldn't be probably in there at that school.

FEMALE SPEAKER:

At the school.

MR. KLEIN:

In other words, the school will elect to where they are placing their C4E funds in those six categories as it relates to that school, given the conditions, the demographics, the population, and the specific target titles on the strategies that are listed.

CARMEN:

You know that people is all the time overseeing how many kids the school has. If a school doesn't have thirty kids in the classroom, then OCEPO (ph.) is going to send them more kids. Then we send them to here because OCEPO keeps putting kids inside the buildings and they say that most of the pie is going for the class

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size because principal decided that. Principal doesn't decide nothing because OCEPO is the one who decide. OCEPO is the one who send them the kids, number one.

But you know my members, I'm going to investigate school by school who got money last year. I want to see if we have a full day pre-K in the district because it's there on the list. I want to see how many of district kids we have --

MANTE:

You can have -- the district I'm sure has full day pre-K. That is a common program. Whether schools decided to fund a teacher to pay their salary or to purchase supplies and materials for that program --

CARMEN:

I know about that.

FEMALE SPEAKER:

-- or if they do something else.

CARMEN:

I know how to get it and I know how to investigate it, you know, because some schools have to be a team working with the principals. Some schools the principal is a dictator and he's the one who made the decision. But I'm going to get the information from the DCEP too, but do you have all the schools in that DCEP or meaning that -- because District 12, it's a bad district, you know? We having the poorest place in the United States. Imagine how the schools get funding, or at least because it's the poorest population of New York kids. You know, I'm going to -- let me tell you, this is going to go -- no, it's going to go almost set forward, you know? This is not going to end here. I am going to take it to you, Robert, and you, and I appreciate the effort, you know, and I'm not (indiscernible) because of the pie, whatever it was.

You know something? When I talk about my district I was here forever, you know? And everything I take it very seriously, you know? I don't want our kids to be cheated. And I know that you are not responsible for it, but when people -- I keep asking questions and people keep showing me papers, I can't trust anybody, you understand? I can't. Then I have to make my members and my parents in the district to know in the next meeting we have, to know what is going on.

FEMALE SPEAKER:

Can I say something, Carmen?

CARMEN:

Yes, darling.

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FEMALE SPEAKER:

My issue really, honestly, is about the classroom size because I went around to a school today -- I'm not saying which one -- and it's forty-two to forty-three kids in a classroom to one teacher and they're kindergarten kids. That's too much for a teacher to even handle. Parents was complaining. The Daily News is outside the school. You know, it's going to be -- it's going to get hectic if they don't reduce that because it's going to be brought world wide and then it's going to come back down on the board of ed. because that's just too much for a teacher. That's my opinion.

FEMALE SPEAKER:

Well, whatever school she went to --

FEMALE SPEAKER:

Forty-two to forty-three kids in a class.

FEMALE SPEAKER:

Whatever school she went to, okay, the school that I was at it's -- I think it's a fourth grade class, they have thirty-two students, okay? And it's, like, you've got thirty-two kids, some of them who are -- they are getting services, you understand, who really can't concentrate, with one teacher in there. So smaller class sizes, (indiscernible) because right now all the classes are being overbooked. Some classes are being capped at thirty, but I noticed one class where I was paying attention to had thirty-two kids in it.

MANTE:

I think it's important.

FEMALE SPEAKER:

And then I have a question, you guys had a piece of pie and you have a section where it says "restructuring". What about if the school is no longer in restructuring?

MR. KLEIN:

Different kind of restructuring.

CARMEN:

What is the name of the program?

MR. KLEIN:

Restructuring that we're talking about here is --

CARMEN:

(Indiscernible).

MR. KLEIN:

A structuring -- there are two ways --

CARMEN:

When it's not building?

MR. KLEIN:

No, no, it's --

CARMEN:

Oh, I'm sorry.

MR. KLEIN:

It's a structural restructuring. It's looking at, let's say that an example of a restructuring within a school, a decision a principal may want to make or its SLT may want to make with -- it develops smaller learning communities. An example where they would break up the school in terms of what they want to see, academies with themes. Like certain school students would like to subscribe to this small learning community and a group of teachers associated with that particular theme work with those kids. It makes a closer connection between the student and an adult. They have advisory programs. That's a type of instructional restructuring that we're talking about where our physical restructuring, our program, we're actually putting different things in the building physically that they want to do to manipulate some things before. Not the status, the accountability status restructuring. That's something totally different.

FEMALE SPEAKER:

Okay. So you're saying the restructuring meaning as far as children.

MR. KLEIN:

Restructuring --

FEMALE SPEAKER:

They could try to get --

MR. KLEIN:

Right.

FEMALE SPEAKER:

-- programs for the kids. Is this only for junior high school and high school?
Okay, because and then --

MR. KLEIN:

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That's middle --

FEMALE SPEAKER:

-- there are certain schools that don't have this.

MANTE:

Middle schools and high schools.

MR. KLEIN:

Middle schools and high schools have it.

FEMALE SPEAKER:

Middle schools and high schools have it?

MR. KLEIN:

Right.

FEMALE SPEAKER:

And elementary schools don't have it?

MANTE:

No.

MR. KLEIN:

No. But again --

FEMALE SPEAKER:

You understand I don't see no type of --

MR. KLEIN:

Again, keep in mind --

FEMALE SPEAKER:

I see no type of restructuring in elementary schools. These children have nothing to do.

MR. KLEIN:

But keep in mind, keep in mind that the C4E funding is very specific in terms of the models that they have put together. This is not the only funding stream that could be used to go to a school to do some of the work that they want to do. It just so happens that when you talk about this pot of money you're talking about this pot of money in relation to those strategies that I mentioned earlier. That's

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what -- that's it, but that doesn't mean -- that's not stopping elementary schools to take monies from elsewhere that they decided they want to do something with their learning community.

FEMALE SPEAKER:

Can I say something?

MR. KLEIN:

That's clear that way.

FEMALE SPEAKER:

And that's what I was saying about the classroom sizes. Something should be brought public to parents because then they're going to go to the school to chew out the principal and get into a big stink with her because she got all these kids in this one class. Because this was about to happen today in this school I went to. And it's not her fault.

FEMALE SPEAKER:

Right.

FEMALE SPEAKER:

But she's going to take kids in because they told her to.

CARMEN:

Because she don't send them to her, they sent them there.

FEMALE SPEAKER:

They sent them there.

FEMALE SPEAKER:

Right.

FEMALE SPEAKER:

And then it's empty classrooms with no teachers in it, and some teachers --

CARMEN:

-- because you don't have money --

FEMALE SPEAKER:

-- if you have money to put up teachers, then open up these classrooms that's empty and put some teachers in there for these kids, because if the kids are forty-two kids in a classroom, how the kid is going to learn? Because some kids will grasp and get it and then you'll have ten or fifteen students that are sitting to the

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side and not grasping what the teacher's getting. And that's the first stage. Kindergarten is really the first stage of anything to start off when they like. And if they don't grasp it there, they're going to lose them when they get to first. That's just my opinion, it's just too much to a class.

FEMALE SPEAKER:

I don't mean to be disrespectful --

FEMALE SPEAKER:

Yeah.

FEMALE SPEAKER:

-- but as I see, have you visited some of our District 12 junior high schools?

MR. KLEIN:

Yes.

FEMALE SPEAKER:

Have you realized some of these junior high schools have no restructuring, they have no programs either?

MR. KLEIN:

It depends on -- I mean, every school has their own way of doing things. I go to schools based on certain requirements that I have to do to meet, you know, middle school accountability status in terms of booking and making the school improvement areas. I look at the various subgroups that are targeted for adequate yearly progress, and I try to make things --

FEMALE SPEAKER:

Yeah, to see you talking right now is something that everybody is saying, you say something moves with the --

MR. KLEIN:

Right. So in other words, I look at --

FEMALE SPEAKER:

Break it down.

MR. KLEIN:

I look at school improvement in terms of looking at how we can move instruction so that students can perform --

FEMALE SPEAKER:

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Better.

MR. KLEIN:

Better standards as it reflected on the school report cards. We have certain subgroups that are working -- moving to achieve that performance of proficiency better than others. And I hear you.

CARMEN:

Just tell us --

MR. KLEIN:

And I go to different schools and I look at them and we do look at middle schools. Some subscribe to the middle school restructuring plans and the achievement and the initiatives that we mentioned earlier in this PowerPoint. Others to other kinds of restructuring, they do smaller learning communities. Others do programs where they look at the various programs that need to go in that are really in terms of working with those particular subgroups. For instance, if you will look at the DCEP in District 12, you'll find that in special areas like students with disabilities there are special programs that they bring into the middle school like Schools Attuned. They bring in programs that help pre-1As.

FEMALE SPEAKER:

What did you say?

MR. KLEIN:

Schools attuned, that was a special ed. program, a reading program. It's to help special ed. students achieve and move in terms of reading proficiency.

FEMALE SPEAKER:

Never heard of it.

CARMEN:

They do not have any.

MS. MARTINEZ:

And we have two special eds.

CARMEN:

Anyway, my members --

MR. KLEIN:

Like I said, schools have different needs and schools subscribe to different things. I've gone to schools where I've seen smaller learning communities that I've

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described, instructional program changes. And then there are others. And basically it really comes down to the school trying to address their needs as it relates to their school report card. If their school report card --

CARMEN:

Robert, thank you very much, Robert for everything. I know you don't have too much time to be here today, you know, and you make the effort to come as a messenger of the lie, you know, and whatever they wanted us to believe because, you know, I'm going to go, and I trust you that you have to do your job and you do your job. And I'm going to -- now I have to read the whole DCEP, I want to read it.

But you know, anyway, my members, I'm going to look and I'm going to get how many schools get money last year --

FEMALE SPEAKER:

Yeah, because I don't feel --

CARMEN:

I'm going to see those executive summary --

FEMALE SPEAKER:

Somebody's been writing something else.

CARMEN:

-- of those who received the money. And also I know children that at the school that they went to they was one of two. And I'm going to see because I know that she have two biggest waiting lists for pre -- for kindergarten.

MS. MARTINEZ:

Pre-kindergarten and kindergarten.

CARMEN:

And kindergarten. But you have to understand also that there is money --

MS. MARTINEZ:

Okay. If --

CARMEN:

-- to open the classrooms.

FEMALE SPEAKER:

I understand that. But they say in here, I don't know if this is true --

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CARMEN:

That's why I'm going to get all the money also, whatever they commit.

FEMALE SPEAKER:

If they're doing that, if she has a couple of classrooms (indiscernible), okay? I'm not blaming her. It's nothing for her to blame her. It's the (indiscernible) that is sending these kids from here to come to this school because it's a big school. It's going to be coming down on her. This is what I'm trying to say, Carmen, I don't want nothing to happen to her.

CARMEN:

I've just got no --

FEMALE SPEAKER:

I don't want nothing to happen to her because it's going to be a big --

MS. MARTINEZ:

No class in District 12 will be above the amount of students that contractually have to be there, which could happen one day that four or five kids come in and over the counter and by law no parent can send home --

FEMALE SPEAKER:

Can't be turned away.

MS. MARTINEZ:

-- because there's no room at the inn. Now, the contract says X amount of students for each teacher. And by a certain date in October these have to be settled. In the meantime, if a principal has forty-two -- if this were to happen, which I have a call into the principal right now -- if it were to happen, the principal's job then is she informs OCEPO, they check to see what happened --

FEMALE SPEAKER:

Which he did -- he did that.

MS. MARTINEZ:

-- and then they allocate those children to another school or section, or if there's room in the building then open up a section. But it's not -- you will not -- we have not had any school, any class in District 12 with over the amount contractual. Now, that doesn't mean small class size. So some schools said, "Oh, we're going to have to spend our money and we're going to have to meet eighteen children." But OCEPO saw, "Oh, there's room for more kids."

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The rule for CFE monies that first you have to take care of children inside of a classroom regardless if you spent your money doing small class sizes. The principals will get upset about that. One of the ways you can cut down class size if you don't have another classroom because we're overcrowded, is to buy two teachers or buy one teacher that spends some time in one classroom and splits up the kid and then goes to another classroom, another strategy when you don't have room in the building.

But I'm going to check this about the forty-two, forty-three. Believe me, the teacher contract won't allow it. But it may happen a day or two, and I'm investigating right now.

FEMALE SPEAKER:

All right then, I have a question for you. So if you do have space, there's forty-two, forty-three kids in a classroom and you have that space, what does she have to do now?

MS. MARTINEZ:

First, we have to be sure that what we're doing is -- that the children -- if they're zoned there then we need to find a place for them that they're not as --

FEMALE SPEAKER:

But why --

FEMALE SPEAKER:

Okay. So then I have another question.

FEMALE SPEAKER:

They're not zoned.

FEMALE SPEAKER:

But can I ask you something, Myrna?

FEMALE SPEAKER:

Then I have a few questions.

FEMALE SPEAKER:

Can I ask you something? I helped her with registration. They had told her down in OCEPO That she is not to turn around no children.

FEMALE SPEAKER:

Right.

FEMALE SPEAKER:

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Okay? That's no -- that's the policy, right, also, right? Kids kept coming more. Like, parents complain when (indiscernible) came home and told them "Well, that's my school district, my daughter belonged there or my son belonged there --

FEMALE SPEAKER:

And why are you taking these others?

FEMALE SPEAKER:

-- and why are you taking these others?"

FEMALE SPEAKER:

I heard that too.

FEMALE SPEAKER:

But they said no, that's from her, and what could she do, you know?

MS. MARTINEZ:

Well, that's -- the principal will get help with that because you won't have -- this won't last until June. It has to be resolved within the next few days. It may take two or three days but you're not going to --

(Indiscernible, several people talking all at once)

FEMALE SPEAKER:

I just don't want to see her hurt. That's my thing. I don't want to see her hurt, that our parents is very, very --

FEMALE SPEAKER:

Hostile.

FEMALE SPEAKER:

-- hostile in that area.

MS. MARTINEZ:

And parents have the right to be upset because you don't want that many children in the classroom. So that's understandable. But understand that the system won't allow it either. But it won't -- it may not happen in one day, it may take a few days for it.

The second thing is we are in -- I'm sorry -- we are in a point where we have over ten percent budget cuts in schools. The C4E money allowed for our schools to have more money in a time when they were already going to lose two times that amount.

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So what happens is it looks like extra money, and you're not seeing extra stuff in the school. But if I have ten dollars and they take away five, all right, now I only have five, and you're giving me five, but it really is like less than five, four, I'm still behind the eight ball but I'm not as bad off. I don't have my ten dollars, I've got eight, but it's better than five. Does that make sense to you? So that's why when you get upset I understand. You don't see the extra. The only thing is you may see some different things within the school. Why? Because that money had to be spent in the way that the state said it must be spent.

So I do -- I see -- I hear, if my school had a million extra dollars well, then I want to see after school, I want to see certain things. If it's not there, the principal has to make decisions as to where that money has to be spent, and sometimes the money has to be spent the way the state or the federal government, and in this case the contract granted tells you. So sometimes you'll see a principal say well, I have a lot of money for this but I don't really need this, but legally they cannot use the money for other things.

FEMALE SPEAKER:

They can't use (indiscernible).

MS. MARTINEZ:

It depends on what funds.

CARMEN:

Myrna, I haven't said you're a fool or whatever, but last year I remember I watched the event, I watch channel 1, I read the Daily News, I (indiscernible) whatever. And it said last year they were accusing the mayor of not using the money, from the contract money. How long would it need now that they are giving notes what they are saying?

MS. MARTINEZ:

The city has to submit to the State of New York how it is going to use the money. The State of New York is the one that approves the city. The reason why we are using this same allocations of money for us is because a plan submitted last year was accepted by New York State. So what the city decided, we're not going to change the plan because it was accepted last year --

FEMALE SPEAKER:

So they could reaccept this year.

MS. MARTINEZ:

-- so this year the funding is being used, for the most part it's the same.

CARMEN:

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But then they mentioned that there are (indiscernible) that we don't miss.

FEMALE SPEAKER:

That's all --

CARMEN:

Or that we don't need or we have to accept the (indiscernible) you know when you can do, my members? Do you remember what I told you when you go to the schools? You don't have to be talking to watch. When I go to a school, when I go to a classroom, I always, you know, in my mind I count how many kids are in that classroom. You know, I recommend you to do that because at the end of (indiscernible) have to be clean, have to be --

FEMALE SPEAKER:

Yeah, the registers have to be cleaned.

MYRNA:

The registers have to be clean. Then we're going to see at that point --

FEMALE SPEAKER:

The contractual size of each classroom, the middle, the maximum amount of the minimum -- the maximum amount of kids in the classroom has to be sent by October.

CARMEN:

Yeah, by October.

FEMALE SPEAKER:

October 30th.

FEMALE SPEAKER:

That means when I go into a classroom and I see more children than I'm supposed to --

MYRNA:

Then you saw it, you should write it down. And then you --

FEMALE SPEAKER:

Sorry, I'm new to all of this, but --

MS. MARTINEZ:

No, that's fine.

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FEMALE SPEAKER:

Gotta' pay attention.

CARMEN:

You know, you don't know because, you know, I was here for twenty-five years. And I know now it shows that our kids are going to be geniuses soon because I saw (indiscernible).

(Pause)

CARMEN:

Thank you very much, darling. This is all in the work.

FEMALE SPEAKER:

Not for throwing?

CARMEN:

Thank you, parents. Thank you for coming. And you know, everyone, we have the meeting and you know what we're going to do, we're going to rotate, you know, around the district. Next month the meeting is going to be at (indiscernible), you know the new annex of Monroe High School.

FEMALE SPEAKER:

That's the next meeting?

CARMEN:

Yeah, the next meeting is going to be there. And we're going to have some people from the central and, you know, that is a very important meeting, very important people, you know, they send because we're usually more than them because you know that they impact more than we will. They do not open their (indiscernible).

MS. MARTINEZ:

We've been working on this for the last few days, opening up some sections of classrooms and --

(End of audio)