

**Contracts for Excellence**  
**Queens Public Meeting**  
**CEC 25**  
**Public Comment**

(Audio begins mid-sentence)

MR. SPEAKER:

Class Size Reduction is 2,218,440, 2.2 percent of its total. Time on Task is 1.2 million dollars, twenty-one percent. Teacher and Principal Quality Initiatives, 1.5 million dollars, that's twenty-eight percent. There's no high school restructuring that is taking place in (indiscernible) so zero. There were no Full-Day Pre-K added in the district so that's zero. That doesn't mean that there aren't pre-Ks in (indiscernible) doesn't apply to the contract. And Model School Programs for ELLs 525,000 or 5.5 percent of the population -- of the funds, which totals 5.5 million dollars of the funds that were allocated to the school's discretionary funds.

And again these are proposals, there is a strategy (indiscernible) by the schools and you can see them. What actually is taking place is what was done before, online, for all of the district schools. To break it down a little bit further, so we have Class Size Reduction. Class Size Reduction is two ways; one is to actually reduce the class size. So let's say for K to three maybe it's put twenty kids in a class, so we're actually reducing additional classes -- adding additional classes to reduce those class sizes. Or we're adding another teacher, doing team teaching, collaborative team teaching classes. Or we're doing Time on Task, which is before and after school programs with students. Or we're doing Summer Programs. Or we're doing Dedicated Instructional Time, which I -- like I said before, they push a teacher or a pull out teacher or other kinds of one-on-one services. Or we're doing individual tutoring. It's -- I'm not stating all of the dollar values, you can see are pretty much there.

We have Teacher Principal Quality Initiatives, we have programs for improved highly qualified teachers, there's been a big push in the department. We have -- we actually have gotten to say most of our teachers in New York City are highly qualified. It means that they are certified and teaching in the area of their license. We have professional mentoring for beginning teachers and principals. We have instructional coaches to support teachers. Staff development is a foundation of any good working company, so if you don't have staff development ongoing for new people or even retraining existing people into new ways and new programs, then you're going to fail as an organization, so dollars have to be associated with that. You have leadership coaches for

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principals and that's the total. Again, this is all how the schools decided in terms of using the funds.

We also have new schools restructuring. We have instructional changes, which is 995,000 dollars or eleven percent. We have Full-Day Pre-K, which is 338,000 and we have Model ELL Programs, Innovative Programs for ELLs, teacher recruitment, Parent-Involvement and total.

Now I want to stress the Parent-Involvement, because it didn't come out in other places, so I learned other presentation so I could explain it in my presentation. Just because you see a low amount in Parent-Involvement does not mean that we have a low priority on Parent-Involvement. What it means is that the funds for Contracts for Excellence, what this is about, it's not about the entire department's budget, has specific tasks that can be done. So there no Parent-Involvement piece in the Reducing Class Size, there is no Parent-Involvement piece in Time on Task, in the allocations. It is strictly for programs, staffing, and staff development. There is a -- well, there is a component of Parent-Involvement in the Model ELL Programs. So when you see other funding, Title I, you will see more Parent-Involvement. So just by seeing a little number here does not mean that we put a low emphasis on Parent-Involvement. Just wanted to stress that so in case you had that thought, like other places did some thing.

And just something about class size, which I'm sure that's confusing. Marcus, if you want to discuss something you have to ask the right kind of questions. We have to understand, as you have the same dollars, the teacher's salaries go up. And as teacher's salaries go up that means you can't afford the same amount of services that you provided. A perfect example was in the past the Department of State used to allocation reduced class size money to the Department of Education. And the federal government did as well. That money, for a number of years, remained flat. It did not change. Yet salaries went up year after year after year. So if you're getting the same amount of money, and sometimes we got criticized, well, why aren't we seeing class sizes reduced through that money? Well, if you get the same amount of money and the salaries cost higher you're actually getting less service for the-- for the money that's allocated.

MS. SPEAKER:

So the teachers get better so your children suffer?

MR. SPEAKER:

No, no, that's not what I'm saying. Well, I'm just the -- I'm making people understand funding. So if a state allocates money, let's say fifty million dollars for reduced class sizes, and that was done, and ten years

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later we still have the same fifty million dollars, that does not buy -- it cannot buy the same amount of teachers, 'cause teachers cost more. So you're not going to be able to reduce the class sizes as you want to, 'cause you're paying more for the teachers. It's not what -- how we decide to use the money, it's just the fact that saying -- you know it's like if you're home, you have a budget of a thousand dollars, your rent costs fifty dollars -- five hundred dollars, and you do not get a salary increase. Your salary stays at one thousand dollars, but your rent each year goes up ten percent. Well you're going to have less money for other things.

MR. SPEAKER:

We'll let's take over --

(Indiscernible).

MR. SPEAKER:

Right but take what you're saying and extract it out to the whole political picture. And what you're saying is, is that the cost of operating is going up, yet --

MS. SPEAKER:

But the quality is staying the same.

MR. SPEAKER:

Well, I wouldn't say the quality is the staying the same, but what's really going on here is that there's a need for more funds.

MR. SPEAKER:

Absolutely.

MR. SPEAKER:

Right, and where do funds come from in this system?

MR. SPEAKER:

Okay.

MR. SPEAKER:

It comes from taxes. So why do we have to happen to fix this? Taxes would have to go up.

MR. SPEAKER:

Well --

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MR. SPEAKER:

Well that's unpopular, so -- well they haven't gone up in proportion, so -- I'm not saying we should raise taxes but somewhere the whole thing has to balance.

MR. SPEAKER:

Okay, so I don't want to get into a political discussion here.

MR. SPEAKER:

Right.

MR. SPEAKER:

I'm just trying to show you how money get's spent and how -- how much it actually buys. So let me just finish this. We also have to understand that the school system this year, each school took a 4.9 percent reduction. That was possibly reduced by maybe if they were able to roll over funds from last year. So -- from last year to this year. So when you take a 4.9 percent reduction you are definitely not able to support the same things that you did in the school. And so people had to make choices. And in some cases schools had to excess staff. It's not because we want to do this, it's not because we desire to do this, it's a reality. If anyone doesn't understand what I'm talking about, I don't understand that you're in this room. Realities are tax base is brought down, people have lost their jobs, our chapter has less money and that's a reality. And we're hoping to see our economy come back, but it is starting to come back a little, but it hasn't reflected in the tax base.

MS. SPEAKER:

The teacher's salaries are going up while my salary has been dropping.

MR. SPEAKER:

Well, teacher salaries have been in contracts as has anybody who works in an organization. Yeah, and we want to see teacher's salaries go up because we want to be able to maintain high level professional people in our schools. Now let's remember people fought for that before. We don't want to keep losing our teachers to suburbs as they get trained and go through here. So we want to see our salar -- our teachers paid at a proper rate

MR. SPEAKER:

All right, so many schools may have chose Class Size Reduction but you're also going to see in some schools class sizes increase. And that's a reflection of less dollars. And I want to address a little bit of

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the issue of supplanting. Okay? The federal government this year has accepted and understood that because Title I dollars that you receive you are now allowed to supplant. You must supplement. And we understand that -- we know supplement, not supplant. But this year is -- the federal government has acknowledged that when the states and the cities have a lot less money -- you know, what is supplanting versus supplement mean? If I have less money then how am I supposed to maintain the same services that we had additional supplementals from? I like to make things simple. So again, I use a parent -- a household. If I have a budget at my house, and I pay for rent and -- telephone and food and I have enough to vacation, right? And now you're -- my salary goes down, but my expenses haven't changed. Okay, what am I -- what's going to go? I'm not going to be doing the vacation when I can't put food in my, you know, family's mouth. So, it's the same. It's a simplistic thing. I'm sorry if I'm getting too simplistic, but it's the same kind of approach. If we have X amount of dollars and you have less dollars, you can't buy the same things that you had and expect to maintain it. It's just not going to happen. We don't want to see this; we want to see more money. But this is how we utilize Contracts for Excellence money --

MS. SPEAKER:

Why do you have to do that? (Indiscernible) books in the classroom where kids are sharing books. I mean, what is the point here? I mean, a teacher who is getting that kind of salary; I thought this money specifically would be put out to the kids. ELA -- ELL, poverty, right, what else is it? What else is on the list?

MR. SPEAKER:

Well, but let's -- let me -- let me just not -- let's be clear. The money that's -- being spent the way we just said so, it's not taking away from, you know, what we're saying is, other markets that were reduced. They cause class sizes and other areas to be higher. Or even in needs classes. So in other words, let's say we reduce class size in a specific way and the other monies that we lost would have made those class sizes go higher, right? We may have used -- we may have used Contract for Excellence funds to maintain the class sizes they had last year. Okay, so it's not that we're taking money away for -- we're using it -- because how we're using it here not to buy books or something. We all have to understand there are choices that we have to make, contracts are entered into, and I don't want to get into a whole, you know, just salaries. I mean (indiscernible) comment (indiscernible).

Teachers need to be paid a professional wage what they are. They've been underpaid for many years prior to this. But teachers' salaries is not why New York City is having challenges. The economy throughout

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the country is why -- throughout the world is why we're having challenges.

MS. SPEAKER:

I have a salary; I'm not sure if it's going to be really (indiscernible).

MR. SPEAKER:

But let me just finish this and I'll take questions, then the rest thing is public comment. We're all interested in public comments. It's very important to us. So if you want to comment we're going to be opening up the tape machine so that we can record what you want to say, 'cause we're very interested in it. I don't know if you have cards to pass around so they can write their comments and hand them in to you. That was --

MR. MANDELLI:

And we also have a resolution on the table, (indiscernible).

MR. SPEAKER:

We'll take it, we'll take any information you want to speak to it, and you want to write it. There's also a website [ContractsForExcellence@schools.nyc.gov](mailto:ContractsForExcellence@schools.nyc.gov), you can write your comments there. We are very interested in --it's ContractsForExcellence, capital C, contracts, for capital F, excellence, all one word, capital E at schools.nyc.gov. We're very interested in what -- this is the hearing, we're very interested in what you have to say. I will try to explain and answer things. But it's not for me to challenge what you're saying. What your opinion is is your opinion. And we want to hear what your opinion is. But if we can answer your questions, we will do our best to answer them.

So now I will keep quiet until you ask the question, and open up the floor to -- how do you want to handle it Mr. Mandelli (ph.)?

MR. MANDELLI:

Yup, let's turn the lights on. Turn the lights on (indiscernible).

MR. SPEAKER:

And I thank you for your patience.

MR. SPEAKER:

Take your seats.

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MR. MANDELLI:

Thank you. And also before we get to the public part I'd like recognize Bill Vaskesa (ph.). He's the gentleman from the UFT who we brought out here.

MR. VASKESA:

Thank you

MR. MANDELLI:

And (indiscernible) advocate for the cause, (indiscernible) teachers for the cause. Parents and all others, it's been a very -- very ardent advocate for the cause.

MR. VASKESA:

Thank you.

MR. MANDELLI:

Now I'd like to open the floor to the public comment.

MS. SPEAKER:

I'd like to ask a question.

MR. MANDELLI:

Sure. Okay you have to go to (indiscernible) let me know when you're ready to record your comment.

MS. SPEAKER:

(Indiscernible).

MR. SPEAKER:

I need to report this so please if you have your public comment come on up. Use the speak -- use the --

MS. SPEAKER:

I want to ask a question.

MR. SPEAKER:

Come on up and use the ,mic.

MR. SPEAKER:

-- public forum so (indiscernible).

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MR. SPEAKER:

Sure, it's part of the hearing. You're welcome now.

MS. SPEAKER:

Hi. As far as I understood from the presentation, this money is extra money that came from the big lawsuit. Right?

MR. SPEAKER:

Yes.

MS. SPEAKER:

Okay. Now the money was divided -- the money was given to the city. Who decided which district gets how much money, and who decided within the district how -- what portion of the cake every school gets?

MR. SPEAKER:

Okay.

MS. VIDA:

May I?

MR. SPEAKER:

Yes please.

MS. VIDA:

Good evening everyone, I'm Madelyn Vida, the Senior Grants Officer for Queens. They had this formula based on the student population; they looked at every school and gathered data from each school. They found out how many students are LEP or ELL students. How many are students with disabilities, how many are students with having -- receiving free or reduced lunch, and students with low academic achievement. They did a computation, an average of all of this city-wide. And then when they determined -- they grouped there from highest need to the lowest need, and then divided by four.

Okay the first and second quartile, each school that is a city school -- is going to need to be improvement got 198 per child. And the third and fourth quartile schools in the city received 235 per child. So there was a complete computation comparing all the schools in the city. And based on need, and they had this weighted average for how much each school will get.

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MS. SPEAKER:

Okay. But besides the based -- the based on need or --

MS. VIDA:

The based on -- yeah, on data, yes.

MS. SPEAKER:

How is that -- what's the criteria for that? For instance, if I look at reduced pupil-teacher ratio, or before and after-school programs, or --

MR. SPEAKER:

Okay, so I just want to clarify that.

MS. SPEAKER:

Okay.

MR. SPEAKER:

I tried to make that very strong in my presentation. We did not allocate money for reduced class size --

MS. SPEAKER:

I understand, the school decided to use it (indiscernible).

MR. SPEAKER:

-- we allocated a pot of money --

MS. SPEAKER:

Right.

MR. SPEAKER:

-- for the discretionary funds to schools based upon the formula that Ms. Vida talked about, and again it is based upon the mandates that come from the state of how the allocation must be done. Seventy-five percent of the dollars must go to fifty-percent of the lowest performing schools. And obviously you have twenty-five percent of the dollars left for the rest.

MS. VIDA:

So if your school -- based on -- based on your population of about 100,000, then the principal in collaboration with the school initiative team --

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MS. SPEAKER:

That I understand.

MS. VIDA:

-- should have in their CEP addressed last year, in appendix 8 of the CEP, was the plans for the C4E initiative in there. It is assumed that this year that the same plan will be used. If not then the CEP, as a living document should have been revised to reflect the needs of the school because we know every year a different school population, different needs. We also told the principals that they should target, based on the report card, the school report card, the specific student population.

MS. SPEAKER:

So if you -- if you're in a school that doesn't have a lot of ELL and does not have a lot of free lunch students and does not have -- you basically get --

MS. VIDA:

Less

MS. SPEAKER:

--less.

MS. SPEAKER:

So if your kid's school is an A school and, like she said, they don't really need all this extra funding in that area, their fund amount was less than a school who needed more?

MS. VIDA:

Yeah, it's based on student population. (Indiscernible).

MS. SPEAKER:

So my school is an A student but I don't have a big ELL class or I don't have a big -- my school has more gifted and talented and whatever, I'm --

MS. VIDA:

And they still have significant disabilities and students (indiscernible).

MS. SPEAKER:

Like it's very limited. So in case, like -- where we -- and like most of my students they pay full lunch, they don't pay reduced lunch. I would

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get twenty dollars as a full service school that needs it will get a hundred dollars.

MS. VIDA:

Yeah, that's the -- the contract.

MR. SPEAKER:

Right, that's what's dictated to us.

MR. SPEAKER:

We represent District 25, and the children and families of this district, not the whole city.

MS.SPEAKER:

That's right.

MR. SPEAKER:

And for us, what you're presenting is unfair.

MS. SPEAKER:

That's right.

MR. SPEAKER:

It came from political rules or whatever, it's not from you. And I respect you and I appreciate all the funds that are coming in. But as far as representing our population, this is unfair to us.

MR. SPEAKER:

Let me make a statement. I -- we are a hundred percent agree with you, and I will tell you if -- and I did a presentation last year when I did the budget and we showed on the Contracts for Excellence almost every municipality throughout the state did not have the requirements that New York City was imposed upon. They were not give the same requirements that we were in terms of how we had to utilize it. So we are following the guidelines that we are given. We're required to. But you're right, your argument is taken in the wrong place, although we will take your comments and write them down, and take -- but the argument needs to go to your legislator to decide upon how the funds will be utilized.

MS. SPEAKER:

It's just not balanced.

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MS. SPEAKER:

Right. (Indiscernible) low performing, how do you describe low performing schools? Some of these schools on here to me are not low performing schools.

MS. SPEAKER:

That's what I was just going to say.

MS. VIDA:

It's determined by the school report card, they ask the superintendant for their --

MS. SPEAKER:

Right, right.

MS. VIDA:

-- testing scores.

MS. SPEAKER:

Well looking over the list I see schools there that are performing okay.

MS. SPEAKER:

Yeah.

MR. SPEAKER:

They want to get advantage. A low performing got more money.

MS. SPEAKER:

The school needed improvement, yes, so they said the school needed (indiscernible).

(Indiscernible).

MS. SPEAKER:

The concern is that we're sort of caught in between those helped and denied and this approach.

MR. SPEAKER:

Can we get people to while they make comments --

MS. SPEAKER:

I'm sorry can you just come up to the --

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MR. SPEAKER:

Yeah, could you --

MR. SPEAKER:

We want to record your comments.

MR. SPEAKER:

You know you put the question, this comes to mind (indiscernible) --

MS. SWARSKY:

Okay, I'm Carol Swarsky (ph.) co-president Alliance 25 PTA (ph.). We have issues because -- because of not how left behind students from underperforming are allowed to choose to move to better performing schools, and this gives us a subpopulation of children who are moving from schools that would qualify for this CFE money, but we can't get any of that money to help those students. There seems to be some inequity there. All right. That in terms of the fact that we have 120 schools, but now we have new students who are coming in and they are not performing at the same level as students who have been in our schools, over time, since they were younger, and now we have -- I don't want to call it a burden, but we do have a responsibility to help those students come up to level. So this is a situation where the rules are not helping students who really need the help.

And then the other question I have is about accountability. What is the tracking mechanism for seeing how the funds are -- that have been allocated actually result in a change that was desired?

MR. SPEAKER:

(Indiscernible). That's what you said, right?

MR. SPEAKER:

Well, I --

MS. SPEAKER:

Excuse me?

MR. SPEAKER:

No, I didn't say that. If you'll --

MR. SPEAKER:

(Indiscernible) especially in a school that has spent any more no money for anything (indiscernible).

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MR. SPEAKER:

Right. So let's -- let's talk about that for a second. One, I want to answer your first question. Just because a student goes to a low performing school doesn't always mean that those students are low performing students -- that they like to go. So, you know, some are, some aren't. Some need more assistance and don't. And money follows the students. It may not be the contract, because there's no way to reallocate monies within year, when this takes place. But funnies -- funds do follow the students.

With regard to accountability, this administration has been nothing but for accountability. And remember it's not about accountability for each pocket of funds; it's the overall performance of the school. And principals are held accountable for what takes place in the schools. They're empowered to make decisions with their leadership teams, but they're also accountable. And I can say over the last few years, what I have to tell you, that we have been performing at a much higher pace -- the promotion rates have been higher our academics performance have been higher --

MS. SPEAKER:

That's not the point, though. (Indiscernible), that's not the point I'm making. The question I'm asking is with the CFE funds in particular, what mechanisms are being put in place to see that the monies being spent from CFE on the targeted schools are resulting in change. Positive change. Not -- I don't want to hear about the wonderful accolades that the mayor and the chancellor are (indiscernible) in this particular issue.

MS. VIDA:

See to have a specific -- you're telling me that the C4E money specifically will impact the school -- the child. So if the child -- if the school decides to use the money for Dedicated Instructional Time, which means after-school program or tutoring, then you could see, then follow through how the child is improving. But then again we cannot save that after-school program, because there's also tax levy money through the school day that's happening. And there's other pots of money, like Title I should have supported that child through professional development. To specifically say that this specific money -- we have to look at the whole picture because there are different fund sources that are being pushed and used in different ways to help support that child.

We are subject to tons of audits. I've experienced them, some audits last year for Contract for Excellence. They did -- the state goes to the

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school and looks at the books, looks at every per-session card, looks at every expenditure, and money that was used for that. I know you're trying to tell me that -- that 10,000 dollars used for professional development, did that improve the child?

MS.SPEAKER:

No, what I'm trying to say is in aggregate, can you -- how are you planning to look at results to feedback whether or not the allocations should be changed in the future. What is your plan to (indiscernible) --

MS. VIDA:

It's like you're asking me do the Title I dollars improve student achievement. How did the Title I --

MS. SPEAKER:

(Indiscernible) I'm just asking do you have a plan to track the results?

(Indiscernible).

MR. MANDELLI:

What she just asked is very valuable to go. There is definitely a need to revisit the case where you have a -- a dozen distributions. And you have on one hand a class that is performing at what you assume (indiscernible) performing. This school doesn't get a governmental (indiscernible) performance. It doesn't get the -- the extra funding that it may indeed need some extra funding, so. That is something definitely that --

MS. SPEAKER:

So basically, I'm going to ask the question. Basically you're saying the money was allocated to different schools based on the information I was given from each school?

MS. VIDA:

Yes.

MS. SPEAKER:

Okay, that's fine. We're in agreement there.

MS. VIDA:

Yes.

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MS. SPEAKER:

But what do you use for the next year? How do you allocate money thereafter? What do you -- what determines that my school improved, or decreased and it should get more money this next year? How will you determine that? Based off the money that you gave us last year? Let's say you gave us ten dollars last year because we were -- we were an A school. But things happened and we became a B school, so now we need more funds. What are you using -- what is your mechanism that you're using to track the money that you give to decide whether or not we will get more the next time, or less the next time? What mechanism do you have in place for that?

MR.SPEAKER:

Again, we don't look at those funds in that manner. Because we -- these funds were kept flat at the same rate, so to allocate it for the same schools to maintain the funding that was given to us. There was no change in the allocation.

MS. SPEAKER:

So there would never be any?

MR. SPEAKER:

Not for this year.

MR . SPEAKER :

So basically what you're saying is that we're looking at a Contract for Excellence, but what we're really doing, is instead of striving for excellence we're striving for stability. Because the money's not going up, it's going flat and we're not improving anything --

MS . SPEAKER :

We're not improving anything.

MR . SPEAKER :

We're trying to fill gaps.

MR . SPEAKER :

I wouldn't say -- I wouldn't say that it's filling gaps.

MS . SPEAKER :

Yeah, change it but -- like, the money doesn't change.

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MR. SPEAKER :

That's right.

MS. SPEAKER :

So you're saying that the economy changed, we have to account that. You're saying that student -- or teacher salaries changed, we have to account for that. But you're not saying anything about performance changing, having to account for that, yet if one goes from an F to an A, and it's still getting F money, but an A school goes to an F, but they're getting A money?

MS. SPEAKER:

What happens? Yeah.

MS. SPEAKER:

(Indiscernible) quickly lose the point that you've been giving the money for excellence because it's not going where it needs to go.

MS. SPEAKER:

-- needs to go, that's right.

MS. SPEAKER:

If everything else can change, then your formula --

MS SPEAKER:

-- has to change.

MS. SPEAKER :

-- in my mind had to change or else you're not doing anything to change.

MR. SPEAKER :

Okay, maybe not for this Contract for Excellence money, but there are -- there are lots of ways the department allocates money. It will change. In other words as far as --

MS. SPEAKER :

In Contracts for Excellence, though, you haven't answered us yet.

MR. SPEAKER :

No, you're not letting me finish.

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MR. SPEAKER:

(Indiscernible) percent base?

MR. SPEAKER:

In Fair Student Funding -- for example, you get an allocation for grade weight for each student. You also get weights for the types of students that you have. So you'll get for poverty, and you'll get for low academic achievement. So if a school has more low academic achievement students it will receive more funds on the fair student funding side.

MS. SPEAKER:

But you're saying that the money stays the same for the next year?

MS. SPEAKER:

-- same for the next year.

MS. VIDA:

Yes, that's what we just got done saying, he just said it.

MS. SPEAKER:

You're saying that there is nothing to go back and track it in your way of looking at it. That it stays from 2008, 2009 school year is the same.

MR. SPEAKER:

Okay, so we're not saying that there's any negative change for doing that. But it's certainly a comment that we can take down and say, you know, again --

MS. SPEAKER:

Is there a negative to a school that's had a negative (indiscernible)?

MR. SPEAKER:

Well, I don't think we've had many schools that have from an A to an F, that drastically. I don't think we have --

MS. SPEAKER:

Well, it may not be that drastic, but (indiscernible) school that they consider a change to be drastic. It's -- it doesn't even have to be drastic. If it shifts in the other way where they should be entitled to money, whatever the shift may be, they should get the money they're entitled to. And the one that's shifted forward should get less because

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they don't need it. If you're excelling you've then been raised in the (indiscernible).

MR. SPEAKER:

Well, let's say -- let's also say excelling. Going from a, you know, one letter to another. It doesn't mean that all the issues in the schools are solved. It means that they're progressing along the way to get to a better place and their performance has rated them an A. That doesn't mean all the kids are where they need to be, and that they shouldn't get any more dollars any more --

MS. SPEAKER:

I understand that, but is it --

MR. SPEAKER:

-- because if they don't they're going to be right back where they were before.

MS. SPEAKER:

But if there -- but if there's a school that's falling in a direction, which is the concern that these parents have, nothing's being addressed for their falling. Yes it's great to keep excelling and getting the money and keep getting higher, but if you happen to be one of the schools that's falling the opposite direction, oh, well.

MR. SPEAKER:

Okay, so this is one year to one year. This is not a five-year thing where you can say "Well, we kept it flat for five years", you're argument stands a lot more water than if it was one year.

MS. SPEAKER:

But your answer -- if I -- and if I am even hearing you correctly, you're saying that from year to year it's following the same thing. You just said that --

MR. SPEAKER:

No, I just said -- I said for last year to this year, I'm not reflecting any other years prior or past. I'm saying for the past year to this year, because of the economy the funds were flat, and they would not increase any longer, we maintained the Contracts for Excellence in their schools and maintained your same programs as maintenance of effort funding.

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MS. SPEAKER:

Okay, so then her question still stands, since it's only for this year.  
Going into to next year --

MR. SPEAKER:

I can't answer that until next year how happens. Valid question,  
something worth recording. Which I think we will.

MS. SPEAKER:

My only thing is you've put a system in place which is the norm, sorry  
to say. You have put something in place which is excellent, I  
understand, but you all don't have a backup mechanism for in the event  
of. I'm saying, my child is going to an A school. You give them two  
dollars; we're grateful, thank you. But we became a -- we shifted a  
little because personally my school -- we shifted a little because we had  
more increased students in the school, less teachers, ba ba ba. But n --  
you don't have a mechanism for next year when your funds are  
allocated again. What's going to happen and where it's going to go? So  
we have to sit and wait and hope that we get more money, or we may  
get the same amount of money or less. You all don't have a plan. As  
far as I'm hearing you don't have a plan.

MR. SPEAKER:

No, I don't think that's true. First of all, let's remember that --

MS. SPEAKER:

Tell me the plan.

MR. SPEAKER:

We were supposed to get more financial aid in this funding category  
but --

MS.SPEAKER

Okay

MR. SPEAKER:

All right, but the state couldn't do it. And again it was going to have --  
they were going to do less. And people fought and they maintained the  
same level, so it's not only up to us in terms of what monies we're  
going to get, it depends upon the state in terms of what they're going to  
allocate. And the federal government on their level as well. So -- and  
the economy. So I'm not -- can't say that we don't have a plan going  
forward. No one knew at a certain time that the funding was not going

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to be raised as it was supposed to. If it was raised we would have provided more funding to schools. But since it was kept flat and we're grateful at least that it was kept flat --

MS. SPEAKER:

Well, we -- we're not -- we're not ungrateful for the funds.

MS. SPEAKER:

Yeah.

MS. SPEAKER:

We're very grateful for the money. We're just looking at the way it's being allocated --

MR. SPEAKER:

Right.

MR. SPEAKER:

-- and how it's being distributed more.

MR. SPEAKER:

Is the floor --

MR. SPEAKER:

But then again that's not an argument here.

MS. SPEAKER:

Here, right.

MR. SPEAKER:

The argument here is dict -- the funding allocations to schools is dictated by the state and what they require of us.

MR. SPEAKER:

The question they're asking about, as you look at an individual school, and a school rises and lowers, is there a formula that says an A school gets X, a B school gets Y, and a C school gets Z each year? Because that would be adjusting -- that would be what an accurately --

MS. SPEAKER:

That would be it.

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MR. SPEAKER:

-- adjusting per -- per event.

MS. VIDA:

They did do one like that for academic achievement; there is a weight for achievement.

MR. SPEAKER:

Right, but this year we just maintained the --

MS. VIDA:

Maintained from last year, yeah. And I think there is -- there was in 2008, when they did initially they put in to class of the achieved students -- put in achievements. But this year they maintained the same --

MR. SPEAKER:

Why are they not following the (indiscernible) or at least have the affected notes sent out. Although I would say that looking at this formula and as a parent, we reward our children when they do well. Here our schools do well and there's --

MS. SPEAKER:

And they get less.

MR. SPEAKER:

-- no reward; then we take their rewards away.

MS. SPEAKER:

Yes, yes.

MR. SPEAKER:

Let's just --

MR. SPEAKER:

And then you don't have a (indiscernible) that even helps.

MR. SPEAKER:

Could we also remember -- could we also remember --

MR. SPEAKER:

We keep throwing money in places 'cause it sounds good.

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MR. SPEAKER:

Could we also remember that the Contract for Excellence money is a chunk, just a chunk of our school system money? And we're just describing how we did this chunk of money? There's a whole lot more money that's allocated, that's done in a different fashion.

MS. SPEAKER:

But with all the other monies we know where it's going, we know how it's coming, we know how it's spending. But this chunk of money we don't have a formula for it. Title I we know where it's coming from, we know where we're going, we know what we're using it for. We know what we get. As an A student school we will get this funding and what we're going to do with it. But you're telling us, as an A school we're not going to get as much as a C school. But next year we don't know if we will be a C school or a B school, but the money will remain the same. That's what you're saying, you're not saying that over the time when we review it we will increase it based off of your performance or we will reduce it based of your increase. There's nothing.

MS. SPEAKER:

We're not -- we're not saying that.

MS. SPEAKER:

That's what I said.

MR. SPEAKER:

We're not saying that. We're saying for this year -- from last year to this year, we maintained the same pop-- the same allocation. What schools they had last year, to do a maintenance of effort process. We're not saying that going forward, or what's going to happen.

MR. SPEAKER:

But when you're saying a maintenance of effort does that mean that you're trying to--

(Indiscernible).

MR. MANDELLI:

One at a time, let's have some order, please. One -- one at a time.

MR. SPEAKER:

Did what your -- what this maintenance of effort means that we're not going to make the effort? Which of course effort has forced to figure

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out how the funds should be allocated, so we'll just do what we did last year and it doesn't matter what happens? Is that what's really going on?

MR. SPEAKER:

No I --

(Indiscernible).

MR. MANDELLI:

Yeah - let's -- let's have some order here 'cause this --while this is a public forum, let's keep the civility of the occasion. And we need a plan; can we make a plan? Express it, it's recorded and we may not have all of the answers tonight but at least we know that we have expressed ourselves and that we will (indiscernible).

MR. SPEAKER:

What I'd like to say is I understand, we understand; your point is noted. And we'll record it as our notes. I can't change it. We understand your point; you're making a very clear point.

MS. SPEAKER:

But the answer is that there is no answer.

MR. SPEAKER:

I'm explaining how the funding was allocated. You are at this hearing. You are explaining what you would like to see inputted into that. And that's what we can do at a hearing is take -- I can't change the formula here right now.

MS. SPEAKER:

Agreed.

MR. SPEAKER:

Or we can take your information and that's what we're doing. That's the purpose of this, is to get your input.

MS. SPEAKER:

.Okay.

MS. SPEAKER:

I have a comment. First of all, my comment is that I think that you should be talking to local community schools. I think that's part of the conflict. And I think that's part and parcel. My second comment is that inviting the Contracts for Excellence and the money allocated from the

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state they've -- to bring the city schools up to a level that they weren't before. Now if you -- the city has DOE money or city school money that they're allocating to the schools, and then when times get rough they just take this money that is there for specific programs to plug in the holes, times are always going to get rough. The economy is always going to go up. You know salaries of teachers, from what you're telling me, are always going to go up. What was the plan if you didn't get the money?

What was the plan -- I mean, you just can't say I'm going to give you less because now I have this new pot here that I can draw from. That's not what the purpose was, that's not what they fought for. That's not what I fought for in my letter writing campaign. And I just -- my comment is I don't believe that that is fair to the students, to the parents, to me, and to the community.

MR. SPEAKER:

You know what, I applaud you. You're a hundred percent right. I don't need anyone in this room, at Tweed, City Hall would disagree with you. No one wants to see schools have less money. The fact of the matter of the economy is the fact of the matter of the economy.

MS. SPEAKER:

The economy will be going up next year, won't it be hard times and good times?

MR. SPEAKER:

Well, not for a little while, yet. We're not seeing that yet. And so if the money is not there, you cannot just say okay, we're going to put it into schools because it's not there to put. So there are hard times. We are making sure that our standards are not lowered. That we're still going out with the same requirements. That's schools perform at a high level. We're holding principals accountable for performing at a high level. And the dollars are less and we all have to learn, as we're doing in our own homes, learning how to do more with less. And we're doing -- our schools are doing a great job at that. It doesn't mean --

MS. SPEAKER:

I just have one follow-up comment, after you.

MR. SPEAKER:

-- because we want funds to be there that it's going to be there. The reality is you've only have as much funds as you have. And so no one wants to see schools get reduced at all.

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MS. SPEAKER:

I just have one follow-up comment. I understand that the economy is bad. I understand that (indiscernible). But by the same token when you were allocating money for the larger budget, was it in the back of your mind "I have this money over here that I can use"? Because if it was that's disingenuous to tell me the economy's bad and can't get blood from a stone. If when you were taking the city's pot of money and you said oh, I can give this a little less, and some of that goes over here, then --

MR. SPEAKER:

I don't think it's looked at it that way. I think it's looked at -- you know, if I'm a school, all right, and I've got a pot of money and I got less and I can't afford the same --

MS. SPEAKER:

No, you're the city and you have a pot of money. I told you that, and you're giving it to the different parts of the city.

MR. SPEAKER:

But monies are allocated to schools. Money is not allocated to the city. We allocate money to schools and we let schools decide as based on formulas. And so when schools get money, they're the ones that've got to look at well, what's the impact? If I don't have enough money to pay for X amount of teachers, what does that mean for me? And so the school leadership teams look at that impact, and if they have to use Contract for Excellence to maintain the class sizes that they would have liked to drop further, then that's what they have decided to use. And in lots of cases they're maintaining their class sizes. It's something else changed. But it's the school's decision. And I'm not disagreeing with anything that you're saying; it's just the fact of life in terms of our economy that the allocations were less.

MR. SPEAKER:

(Indiscernible)?

MR. VASKESA:

Two pieces here. One of the two pieces coming from nationally. You hear Arne Duncan, the Secretary of Education, and Obama talking about closing the achievement gap. Okay, where they are really putting their stress and monies into the low performing schools nationally. So that's -- that's the one piece.

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Okay, and you hear the charter school talk. Charter schools are public schools as well. The thing that gets to me, and the principals also, is that teachers' salaries -- and I hear you talking about that, and maybe you can help, Sandy, is the fact that why should a school be penalized with a veteran staff compared to a school that may have newer, younger teachers coming in? A teacher retires, or a secretary retires and it could be from the ATR pool or anywhere else. A principal, for the most part, is going to take a lower salary person. And there's some very, very good -- and you know what's happening out there. The ATR pool of excess teachers, there's some very, very good teachers there. And the reason why they're in excess is because they were in a program that closed, a mentoring program or an arts program that closed up. So there are schools that have veteran staff, and it -- and it changes, it changes. But I don't know why a teacher's salary should be based on -- on the budget.

MR. SPEAKER:

Well, that's not part of Contracts for Excellence but I can answer that. I'd like to, after this, stick to Contracts for Excellence. And then after we close the hearing, maybe we can take other questions that we'd like so we could get through this.

MR. VASKESA:

I just wanted --

MR. SPEAKER:

Part of the salary issue, and I'll explain it very briefly, that the department is trying to do, is to make funding more equitable in schools. And schools that have traditionally maintained higher salaries throughout the years, while other schools, which are lower performing in poorer neighborhoods, get the newest teachers and then when they get trained, they went to different districts and the system just paid for that willy-nilly. Okay it was not fair to those lower performing students, which is part of the reason why we had an achievement gap. So by making the system fair and saying well, you shouldn't get money based upon the dollars that a staff member costs, you should get dollars based upon what the student needs to be educated. And so this department implemented, with Fair Student Funding, the notion that well, we will pay for existing staff in schools. If they get a higher salary, we will cover that until they leave.

But when a school teacher leaves, a principal has a decision to make. If they're above their average salary, then if they want to hire someone at a higher salary, they're going to have to pay for the difference, because their dollar value is not going to increase. They're not going to

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get more dollars because of staff. They're going to get the same dollars for this number of students. If they buy a lower salary teacher than the average, then they will have more buying power. And so a school, I said before, that makes decisions. Maybe I'm a school that has veteran teachers and I'm fine. And I don't need to -- I can hire a new kindergarten teacher on a grade -- lower salary, and I have a staff developer who can bring that teacher along, and the grade will support that teacher. And that works fine.

But maybe I'm a school that doesn't have veteran teachers, and it's really -- I lost my math coach, and they're very high, but I need someone higher, experienced, because I have a new staff that needs to be staff developed, and that's a schooling decision. The bottom line is that was done to equalize and make an equitable formula throughout the system, and to -- to reduce the gap. So that schools in low performing, more poor areas are not treated that different than the people in other areas where money was going towards because of the fact of the salaries. So I understand what you're saying, and it affects choices and what people make as choices for staff. But it really is more of an equitable situation for all of us in poor communities that wasn't fair before.

MS. SPEAKER:

Excuse me, the formula that's based on need, you mentioned that other school districts do not have the same mandated formula within the state. Is this a city-wide mandate? Or a state-wide mandate?

MR. SPEAKER:

With what?

MS. SPEAKER:

The formula based on need that we get instead of (indiscernible) --

MS. VIDA:

Because we have stricter mandates.

MR. SPEAKER:

The city has stricter mandates than the rest of the state?

MR. SPEAKER:

Yes.

MS. SPEAKER:

Who wrote those?

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MR. SPEAKER:

The state.

MS. SPEAKER:

I thought you said the city has stricter ones?

MR. SPEAKER:

No. The city has stricter guidelines put on it by the state than any other locality in New York State.

MS. SPEAKER:

Who do I talk to about that for change?

MR. SPEAKER:

Your legislator.

MS. VIDA:

State legislator.

MS. SPEAKER:

I have a question. What does Teacher-Principal Quality Staffing mean?

MR. SPEAKER:

Okay so teacher quality could be -- is a way of getting a teacher who may not be highly qualified. Highly qualified is determined as, I am certified, I'm a certified teacher, and I'm teaching in my certified area. So maybe I'm someone who came out new, there's not a certain -- let's say for math, as an example. It's a shortage area. So I may not be qualified -- a certified teacher and I'm going to get my courses. Or maybe there's a course for me to take. So this money can help pay to help that teacher become highly qualified.

MS. SPEAKER:

So that less expensive teacher that you're saying the principal is not hiring, is not getting C4E money to just going -- to go to school? On the money that's allocated --

MR. SPEAKER:

No, it's allocated based on, remember, how much money the school's entitled to. If they decide to use it for that, they can. Now there's also Title I monies that support that. But it also could be for a staff development. It could be for coaches, it could be for -- for principals it could be for -- I'm a brand new principal and, you know, I've heard it

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before. When you're a brand new principal, if you've ever been one, I haven't been one, you don't just start in a building and you know everything there is about everything. There's a lot to know. And sometimes there's the principal coaches to help then get through the first year or so to help the school. It doesn't mean I'm a bad principal. It means that like anybody else when you start a high level job, it's different; you've never experienced it before. Yes. I mean, I -- this is your -- you should dictate to us.

MS. SPEAKER:

I just have a follow-up question with my Teacher-Principal Initiative. I understand that. So the SLT (indiscernible) and the principal said I need this much money for staff and quality development. The SLT agrees with him, they use the money in the manner you said. Okay. Have you tracked the money, has it worked?

MR. SPEAKER:

Okay.

MS. SPEAKER:

What is -- I mean, this a large chunk of the pie for you to be letting a principal decide that they want to use that money for themselves.

MR. SPEAKER:

It's not for -- when you say teacher and --teacher and principal, most of it is not principal. Most of it is staff.

MS. SPEAKER:

If it's teacher going to school -- if it's teachers going to school --

MR. SPEAKER:

Professional development.

MS. SPEAKER:

If it's them taking a conference, that's a large chunk of money. And how is that tracked?

MS. SPEAKER:

Yeah, why doesn't --

MR. SPEAKER:

Okay, first let me go to the beginning part --

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MS. SPEAKER:

Okay, good point, good point --

MR. SPEAKER:

Let me go to the beginning part of your statement of so they sit down with the leadership team and decide how they're going to use it. Let me just take you a step back. What a school first does is develop its Comprehensive Ed Plan. Before you even talk about money and means, how is my school performing, let's look at data, what's happening in the building, what programs are we implementing, what's working, what's not working, what's the level of my staff, what's going on in the building, what are our needs to get our performance higher. And they outline what their needs are.

So they've outlined. They need staff development, or they need to reduce class size, or they need a change in curriculum or whatever it is that they need. Now the budget comes along, and they try to match the budget to the needs that are identified in their Comprehensive Ed Plan. And that's how the decision making process takes place in the school. And, again, most of the funds for Teacher-Principal Quality is really mostly for staff development, and I'm sure it goes mostly to teachers.

MS. SPEAKER:

But I couldn't spend fifty-six million and nobody asked me how did I do with it, if it was -- whether it was working or --

MS. SPEAKER:

And I have a question it's really related to something you said. So you take these new teachers that just come out of college, you give them a low salary at a bad school, so --

MR. SPEAKER:

No, we're not saying that.

(Indiscernible).

MS. SPEAKER:

So there's this school and they're not certified in say math, or whatever. Then they get this portion of the money that's supposed to be there to --

MS. VIDA:

Increase the (indiscernible).

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MS. SPEAKER:

-- bring the children's level up, but yet you now have a teacher who's suddenly become certified on the city's dime and is going to go to a higher paying school in the suburbs.

MR. SPEAKER:

All right. Well --

MS. SPEAKER:

And not stay there to be with our lower performing children.

MR. SPEAKER:

Okay, let me --

MS. SPEAKER:

So do you see how that --

MR. SPEAKER:

Yes, but let me -- let me address that. This -- I extended a notion, but let me give you reality. Most of this money is not used for teacher certification. Most -- that most -- hold it -- most of the kid -- most of the teacher -- shhh. Most of the teachers we hire already come to the system certified. There's not a lot of teachers that are not certified. Maybe a teacher is also a veteran and they changed their license area 'cause they want -- that teacher, the school needs somebody in a different license area and they can't find anybody and they ask the teacher, will you be willing to do this? So they're a certified teacher, but not in that area. So we may help them get there.

But there are all sorts, it's not just for new teachers, when you change curriculum, when you change a program, you do things different. Even experienced teachers need -- you need development to help move the whole school along.

(Indiscernible).

MR. SPEAKER:

So you have coaches.

MS. SPEAKER:

I'm just suggesting maybe there should be some guidelines on that. Because the other veteran teachers, and the people who already come along and gotten certified probably had to take out a student loan so they could get themselves certified.

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MS. SPEAKER:

That's right.

MS. SPEAKER:

They didn't have somebody --

MR. SPEAKER:

But you're focused on -- I'm sorry I even said the word certified. Let's -- let's go back to the tape and take it out of my conversation. I -- certification is not a high use out of these funds.

MS. SPEAKER:

All right, but --

MR. SPEAKER:

Title I funds are there, and most of our teachers -- most of our teachers that we have in our system, and who are hired, are certified. So let me -- the funds could be used for that but they're not largely used for that.

MS. SPEAKER:

Then, all right I'll take it out of mine. I think all of us, as a panel maybe would like to know what guidelines are going to be put into place by the Department of Education, or the state, because we all think that these things are appropriate for the money to be spent on. If it's for other kind of development, maybe there are guidelines of what kind of development the money can be used for versus other kinds, which may or may not happen very often in the twenty percent, but it's happening too much, we think. Or any of it happening, we think is inappropriate.

MR. SPEAKER:

That's fine and that's -- I don't know what it's based on, but you're certainly entitled to your opinion, and we'll write it down. But schools are making these decisions, who know what their needs are, who know what their desires are --

MS. SPEAKER:

So schools don't have any guidelines of what their money can be spent on --

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MR. SPEAKER:

Well, they have guidelines in terms of what the guidelines are that they can spend the money on. But it's schools who decide, I don't know. Madelyn, you want to add to it?

MS. VIDA:

Yeah, as I said earlier on, they look at their report cards and the schools are given targets based on that accountability. So if a school is low on ELL, they have -- they might use their Title III money for the instructional part, and they use the C4E money for the professional development of their ELL stu -- ELL teachers. So they are combining the other source. So you'd say like the Parent-Involvement, you didn't see any Parent-Involvement money on the C4E, then they must have used their Title I money for Parent-Involvement, and their Title III money for Parent-Involvement. And they decided that they have enough Parent-Involvement money and used the C4E money for other instructional needs.

MS. SPEAKER:

Do we know where the fift -- forty-six million went, is my question.

MR. SPEAKER:

Well you know where forty-six million went --

MR. SPEAKER:

Well, you have a report, or you have access to a report for every school in the system. And you can look at who's spending what on what.

MS. SPEAKER:

And do you look at it and say this was a wise choice of the forty-six million, as the DOE?

MR. SPEAKER:

The DOE looks at what the end result performance of the school is and holds the principal accountable for whatever happens in that school. And I don't know any better way to do that --

MS. SPEAKER:

So they don't look up --

MR. SPEAKER:

You know, we could dictate -- look, for years, and I'm only saying in District 25, we've dictated -- there've been places where we dictated

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here's what your money's for, here's what you're doing. And for years the system has not produced anything. We are now in a world that says here's money, we believe that you, in the local school level, knows best what's best, what's needed. You decided but I'm going to hold you accountable for your decision. And if you don't perform, I'm going to take you out. If you do perform, we're going to congratulate you and celebrate you. And if you're not performing in the beginning and need help, I'm going to try -- I'm going to try and help you.

MS. SPEAKER:

(Indiscernible) budget afterwards.

MR. SPEAKER:

Well, how do you budget is -- that's not fair.

(Indiscernible).

MR. MANDELLI:

Let's grant you that we understand this is a complex issue, and, you know, Sandy you're doing a great job of trying to fend all these questions that are --

MR. SPEAKER:

But your comments are recorded, and we're taking them back and we appreciate them.

MR. SPEAKER:

Thank you, Sandy, for the presentation, and also your explanation of the funds. I have a quick pie chart question, and also I'd like to ask you a question if I could. The dollar value you were mentioning first was 645 million?

MS. SPEAKER:

Right.

MR. SPEAKER:

And how does that get to 387?

MS. SPEAKER:

Well, that's --

MR. SPEAKER:

Wasn't supposed to be funny.

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MS. SPEAKER:

So actually the contract for this year happens to be 645 million dollars and what the Department of Education says (indiscernible), that they are maintaining their 2007-2008 contract as it was; that was for 257 million dollars. So if you add that to this, then you get the complete plan. Yeah, so that's what -- our concern is you don't see that. So you don't know how -- what the whole picture looks like; you're seeing part of the picture.

MR. SPEAKER:

Well, since -- yes, ever seen half the funds hidden from us, so that (indiscernible).

MS. SPEAKER:

It's not half, but there's --

MR. SPEAKER:

But the cost of -- it's a question.

MS. SPEAKER:

It's definitely there if you can access it, then I think it's just --

MR. SPEAKER:

Do these pie charts represent the ratio of the way the 600 and something will be spent? Or is -- or is that other 300,000 dollars over somewhere where somebody can do what they like with it?

MR. SPEAKER:

Those funds are allocated to schools. One of the things that happened in the first year was -- understand that we're a strong believer that you can't develop your school programs in the summer, right before the school year, which is the way things used to take place. We're a believer you have to give the money out to schools early as they can so that they can develop their programs with the staffing in their schools so that they are, by the time the summer comes and throughout and most of the summer, looking to finish up and getting their schools ready for September.

We -- the department used to -- I'm a veteran of the system, give allocations out July 15th. And we used to build budgets and get schools and give them information in August, okay. And when the first year, and we all have to understand it and admit, and maybe people won't, when the first year, when the out -- the funds were allocated the state did not come up with guidelines until in July. Or post them till

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July when we already were giving our monies to our schools to develop and have their budgets ready. You know, and so there was a time frame lapse in terms of how we allocated money.

We believed that money should be allocated certain ways and we -- when the hearings came out and there was discussion we changed the way. We were asked to change the way funding was discrep -- allocated, and funding was utilized, and we did that. And that's how the first report that came out -- I think it was September or October on the website, if I'm not mistaken. And so some of the funding is not as tracked as it was here, but it is in the schools. And the funding now we have segregated to track it better based upon the understanding of what the state required. And we are tracking it, and reporting it, and showing it.

MR. SPEAKER:

So the -- so do we have number showing us how the 300 and X million, right? Yeah. The 387 million dollars is being used. Now, the total number was what number?

MR. SPEAKER:

645.

MR. SPEAKER:

So-- so there's a delta between 645 and 387. And that number is being spent how? Is this pie chart represent -- have that number in it?

MR. SPEAKER:

No, it's reflecting the numbers that 's reflected on that chart.

MR. SPEAKER:

So that money is sitting there for somebody to do whatever they want with it?

MS. SPEAKER:

No, no.

MR. SPEAKER:

Well, what's happening with it? It's not being reported to us. Where -- what's happening with that money?

MS. SPEAKER:

You know, you can -- you can look, as I said, it's actually on the -- on the DOE website, it sends you to the state website, where it shows the

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allocations that were approved. It doesn't show the expenditures (indiscernible), but it does show how much money was allocated in '07 and '08.

MR. SPEAKER:

So they're saying they're spending that money in the same way --

MS. SPEAKER:

In the same way.

MR. SPEAKER:

Okay thank you. That's -- that's fine.

MS. SPEAKER:

Yes, so this could go and look at (indiscernible); I actually have the cover sheet.

MR. SPEAKER:

So -- so if we're making no differences from the previous year, why are we discussing this?

MS. SPEAKER:

There are differences.

MR. SPEAKER:

What are the differences?

MS. SPEAKER:

There are in this month --in this presentation that they've shown you, they're not showing you the differences between last year and this year. They've only shown you this year. The 387 million dollars they've shown you this year. They haven't shown you how they spent the 387 million dollars from last year, and how it's being spent this year. They're only showing you this year. So you can't -- so, yes, please go ahead.

MR. SPEAKER:

So (indiscernible).

MS. SPEAKER:

It is (indiscernible) because of that (indiscernible) it is not (indiscernible). Can you -- you can read this and you'll see. Actually

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we did an analysis (indiscernible) where the money, what the differences. I will. Here's (indiscernible).

MR. SPEAKER:

My (indiscernible) was just saying that he wasn't worried (indiscernible) spent a lot of money I think we're in debt again. Thirty million dollars for maintenance of effort allocation, and it's thirty-nine million dollars for district-wide initiatives issues. Could you just elaborate a little bit on this?

MR. SPEAKER:

Thirty million dollars is paying for part of the Summer School Program that we held this summer.

MR. SPEAKER:

The maintenance of effort allocations?

MR. SPEAKER:

That's the Summer School Programs.

MR. SPEAKER:

A Summer School Program.

MR. SPEAKER:

Right.

MS. SPEAKER:

You said in part?

(Indiscernible).

MR. SPEAKER:

I'll -- that's a piece of the Summer School Program. I think it reflects like eight percent.

MS. SPEAKER:

So all thirty million went to Summer School Programs?

MR. SPEAKER:

Yes

(Indiscernible).

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MR. SPEAKER:

Of the Summer School Program.

MS. SPEAKER:

So the whole thirty million went to Summer School Programs?

MR. SPEAKER:

Yes.

MS. SPEAKER:

Okay.

MS. SPEAKER:

What Summer School Program?

MR. SPEAKER:

Summer School Program that the department ran throughout the summer of -- this July.

MS. SPEAKER:

Not at --not at a particular school, I mean --

MR. SPEAKER:

No, they were at various schools throughout the city. We reduced the number in half of what we had last year, we're talking sites.

MS. SPEAKER:

Oh, I see, like I know that my children went to, I forgot what it is, the seventh floor of (indiscernible).

MR. SPEAKER:

Right.

MS. SPEAKER:

So you had certain ones that --

MR. SPEAKER:

That's the Summer School Program that we're talking about. That's correct. And your second piece of the pie chart?

MR. SPEAKER:

Second question was the district-wide initiatives.

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MR. SPEAKER:

Yes.

MR. SPEAKER:

Can you elaborate?

MR. SPEAKER:

Yeah, that was on another slide. If you go a page later, it discusses what it is. It's part of -- it was for the (indiscernible) the multiple pathways for underage and over-credited stu -- under -- overage and under-credited students. They paid for the Principals' Training Institute, it paid for pre-K --

MS. SPEAKER:

Slide number 9, it began on page 9. Slide 9.

MR. SPEAKER:

You have a battery?

MS. SPEAKER:

Let me get that for you.

MS. SPEAKER:

I just have a question. You said it paid for the Principals' Training Institute?

MR. SPEAKER:

Yes.

MS. SPEAKER:

What is -- what is that? I mean, can't get that out of the forty-six million?

MR. SPEAKER:

That is -- if you're looking at the city-wide, that is part of what's been subtracted.

MS. SPEAKER:

When you said that -- that it was in the --

MS. SPEAKER:

It's Title I -- it's part of the Title I.

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MR. SPEAKER:

It's part of the (indiscernible) initiatives.

MR. SPEAKER:

Can we get a breakdown; can we get a complete detailed breakdown?

MR. SPEAKER:

(Indiscernible).

MR. SPEAKER:

You know, (indiscernible). The complete details, a breakdown. Right now there are summaries and they're -- and there are a lot of questions that we --

MR. SPEAKER:

When you say detail, what do -- what are you asking for?

MR. SPEAKER:

The complete (indiscernible).

MR. SPEAKER:

You have it, in your -- in your detailed school package.

MR. SPEAKER:

Okay, that's fine, that's fine. (indiscernible).

MS. SPEAKER:

If it looks like (indiscernible).

MR. SPEAKER:

Could I have the website?

MS. SPEAKER:

Yes.

MS. SPEAKER:

Without me needing a map (indiscernible) pick me up?

MR. SPEAKER:

(Indiscernible).

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MS. SPEAKER:

Yes, it's still on the website.

MS. SPEAKER:

And it has this year, last year?

MS. SPEAKER:

Yes.

MS. SPEAKER:

So I can figure it out.

MS. SPEAKER:

You wanted these or last?

MS. SPEAKER:

Well, this year's and last year's are the same.

MS. SPEAKER:

No, apparently it's not.

MR. SPEAKER:

It's not.

MS. SPEAKER:

He's saying, oh, no.

MR. SPEAKER:

What we're saying -- and I've creat-- I've stated it, unless there were changes in a particular school's population funding, there were able to make modifications. We advised schools to do a maintenance of effort of the same types of -- same programs they did last year. But if the school had changes, they were allowed to change, modify their programs. Remember it's all school driven. It's local school driven to make decisions on their needs and their populations.

MS. SPEAKER:

And that website is?

MR. SPEAKER:

Website is ContractsforExcellence--

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MS. VIDA:

If you want to just -- if you go to the DOE website, just type in  
Contracts for Excellence --

MR. SPEAKER:

And it will bring you right there.

MS. VIDA:

It'll bring you right there.

MS. SPEAKER:

And that'll show me the difference between last year and this year?

MS. VIDA:

Yes, it will give you an '08-'09 --

MS. SPEAKER:

It is in a Pie chart or?

MS. VIDA:

It's not on a pie chart, it's a spreadsheet.

MR. SPEAKER:

It's not on a pie chart, it's a spreadsheet.

MS. SPEAKER:

Okay, but the numbers are side-by-side, it is not (indiscernible).

MR. SPEAKER:

I don't know if they're side-by-side, it's probably different  
spreadsheets.

MS. SPEAKER:

No, you've got to pull one up --

MR. SPEAKER:

They're different spreadsheets.

MS. SPEAKER:

Is it one year all the information and then you've got to pull up another  
one?

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MS. SPEAKER:

Yes, yes.

MS. SPEAKER:

Is that helpful to anybody?

MR. MANDELLI:

That's a feedback, that's a feedback.

(Indiscernible).

MR. SPEAKER:

(Indiscernible) see the delta report.

MR. SPEAKER:

Most people are usually interested in particular schools and that -- you know, you could easily go to a school and pull up sites.

MS. VIDA:

Well, something that we could bring to their attention. But then, again, we're also doing all this hearing, so maybe after all this hearing and they finalize the contract for '09-'10, then they will revise the spreadsheets that are up there.

MS. SPEAKER:

Can you just send it to our office?

MS. SPEAKER:

The information on the website?

MS. VIDA:

Oh, sure, the -- but that was, as I said, two separate years.

MS. SPEAKER:

Yeah, (indiscernible).

MS. VIDA:

Okay. We'll -- we'll send you the link then. We'll send the link.

MR. SPEAKER:

Sandy, thank you. Thank you, Patty, thank you.

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MR. SPEAKER:

Thank you very much.

MS. SPEAKER:

Thank you.

MR. MANDELLI:

And this is a sensitive topic, we know that it is (indiscernible) information has been computer enhanced --

MR. SPEAKER:

No, it's not.

MR. MANDELLI

It's been -- it's been very good for us, and we will (indiscernible) to share this information with you. Whenever information is available we make it available on the (indiscernible) website (indiscernible) so that we will be able to make it more transparent.

And speaking of transparency, we do have our resolution on the table, that is our resolution that makes the -- the (indiscernible). We'll be writing a detailed report around the fourth week of October. The reason why this date has been chosen is that the schools open on the 14th of September, the first few weeks it takes where the registers to get stabilized. There's some readjustments taking place and we really want those so they should be reasonable stability to get a good assessment of your challenge situation.

(End of audio)