

Contracts for Excellence

Queens Public Meeting, 10/5/2009

715 Ocean Terrace

Building A, Room 118

Staten Island, NY 10301

Public Comment

MS. SCHULTZ:

(Audio begins mid-sentence.) So the Contract for Excellence money is money that was given to Department of Education and distributed, certain portions of the money were -- now, I just want you to know that everything is being taped from here on so that the Department -- so there's going to be three different ways for you to give your comments back. Each one of you received a sheet like this where you can either write your comments down this evening, any questions or any comments and Mr. Louie (ph.) will be taking it back this evening along with the tape recorder from this meeting tonight. And the department will have all the comments from District 31.

Or, you can e-mail your comments to contractforexcellence@schools.nyc.gov but your comments have to be e-mailed in by October the 8th. And your public comments will be recorded on the microphone, anyone who's wishing to comment on the C4E.

This is the public meeting because this is a proposed plan on how the city would like to spend the money. And your public comments will decide whether the money is spent in the way that the city has planned.

So the Department of Education, 2009-2010 Contracts for Excellence Proposed Plan -- if you hit the next one.

MS. SPEAKER:

The next one.

MS. SPEAKER:

No, she's going to view.

MS. SPEAKER:

I'm trying to get the view.

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MS. SPEAKER:

View the slide show.

MS. SCHULTZ:

Oh, you're trying to do view.

MS. SPEAKER:

I was hitting --

MS. SCHULTZ:

View slide show.

MS. SPEAKER:

I was trying to --

MS. SCHULTZ:

Make it bigger.

MR. SPEAKER:

Make it five.

MS. SPEAKER:

That's five?

MR. SPEAKER:

Yes.

MS. SPEAKER:

Thank you. We should shut off the lights because the lights --

MS. SCHULTZ:

So there are six buckets --

MR. SPEAKER:

Can everybody see back there or you need another set shut?

MS. SCHULTZ:

I need this one to stay open.

MR. SPEAKER:

That one? All right.

MS. SPEAKER:

Can you see?

MS. SPEAKER:

Can you put that one back on?

MR. SPEAKER:

Oh, I'm sorry.

MS. SPEAKER:

Put it back on so she can read.

MS. SCHULTZ:

Or this one right over here.

MS. SPEAKER:

The other one, yeah.

MS. SCHULTZ:

Okay.

MS. SPEAKER:

Okay. Perfect.

MS. SCHULTZ:

Can everybody see the screen? No. So can we move the screen, maybe, a little bit.

MS. SPEAKER:

They can't read it, they're saying it's too small.

MS. SPEAKER:

They're too far.

MS. SPEAKER:

The print is too small, we can't do anything about it.

MS. SCHULTZ:

No, if we move the screen closer --

MR. SPEAKER:

Actually, Zulma, if you can move to your back I'll put the screen in front of this table where it's darker.

MS. SCHULTZ:

So we'll read it to you.

So the Contract for Excellence overview --

MR. SPEAKER:

Tell me when I'm good.

MS. SCHULTZ:

We just have to go back to the first page.

MR. SPEAKER:

Are we good?

MS. SCHULTZ:

Yeah. We have to go back one.

MR. SPEAKER:

You want to move the chair? You want me to move a chair for you?

MS. SPEAKER:

No, thanks.

MS. SCHULTZ:

So we'll just read all the pages?

MS. SPEAKER:

Yeah.

MS. SCHULTZ:

All right. So we'll read all the pages so everybody could -- or more less, like, summarize.

So there are six buckets that the money could be appropriated for. One can be Class Size Reduction, one is Time on Task, one is Teacher and Principal Quality Initiatives. A fourth is Middle and High School Restructuring, Full-day Pre-Kindergarten Programs and Model Programs for English Language Learners.

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The money is generated by the four subgroups, English Language Learners, students in poverty, students with disability, students with low academic achievement at risk of not graduating. That's how the money is appropriated. This is the need, the bottom part and then above the six buckets is where the money can be used. And that's where it's allocated.

So if we can go to the next slide. So given the severe economic -- I'm reading it, you know, so that everybody who's in the back. Given the severe economic downturn faced by the state and the nation, New York State Health State Foundation Aide flat between FY '10 and FY '09 and is currently projecting no increase in the foundation aide for FY '11.

This means that for this current year FY '10 annexed there are no new Contract for Excellence Funds to apply towards new or expanded programs. The DOE's 2009/10 plan is thus a maintenance of effort of its approved 2008/2009 plan. In other words, what the schools got last year in 2008/2009 they're getting the same amount of money for 2009/2010. They're keeping the same amount of money. There isn't any new money coming in.

We can go to the next slide. So, this is the allocation. Targeted allocation for schools is seventy-six million, which is twenty percent of the money. Maintenance of effort is thirty-million dollars, eight percent of the money. Districtwide initiatives is thirty-nine million, ten percent of the money and discretionary allocations to schools is sixty-three percent.

The discretionary allocations to the schools is those long sheets that you have where it shows how much money the schools receive and what bucket do they put their money into? It follows the CEP along with the resources that are needed to be able to run the instructional programs that are being set in the school.

MS. SPEAKER:

So this is, as you signed in in the beginning, this spreadsheet was available and it goes school by school for every school in District 31. And it also tells you, not only the discretionary dollars that are at the use of the school leadership team and principal, it also shows you targeted monies that are used in specific schools.

And I'll just digress for one minute, if you look at 31R004, there's targeted money which means that money is not at the discretion of the school. That money is targeted for the ASD program which is for children with Asperger's. So there's a mix of funding that's either targeted for a specific use, such as a new CTT class or a pot of money that the school is given and the six uses that Margaret read initially are at the option of the school. So they look at what their specific needs are and they use that money to meet those needs.

MS. SPEAKER:

What I the last column, the fifty percent?

MS. SCHULTZ:

The last column?

MR. SPEAKER:

Over here.

MS. SPEAKER:

No, on this page. It's the end column.

MR. SPEAKER:

SCD Meeting designations.

MS. SCHULTZ:

Oh, bottom fifty percent or top fifty percent. So they rate the schools according to the need and they give the money starting from the top down.

MS. SPEAKER:

If the school is in the top or bottom fifty percent.

MS. SPEAKER:

Based on need.

MS. SCHULTZ:

Based on need. Based on the need of those four areas that we discussed. Okay. So next page.

So if we look at this screen we actually look at what the city did with all the money and where did the money go. So thirty-nine percent of the money was appropriated for Class Size Reduction, 153 million. And Class Size Reduction is either new classes and groups so that there's small classes or there is team teaching, an additional teacher in the classroom. That's some of the things that are used for Class Size Reduction.

The Time on Task is the extended day programs, whether it's before school or after school. And it could be AIS for the children, that's part of the Time on Task. AIS is academic intervention services for children.

Teacher and Principal Quality, that's fourteen percent of the money. And there it's for PD for coaches, professional development for teachers, coaches and principals.

Middle and High School Restructuring is ten percent of the money. And in that middle school and high school restructuring you can either do instructional, which is using money for improved curriculum or restructuring of the school such as placing schools into academies.

In the Full-Day Pre-K, principals may choose that they want full-day pre-Ks for their school and have the two percent.

Model Programs for ELLs, that is an initiative by the city. And four percent of the money, at this time, has not been allocated. And that's because principals were waiting to see their registers to decide what they were going to do with their money. So money was appropriated but it just wasn't placed into any of the buckets.

MR. SPEAKER:

That's one percent?

MS. SPEAKER:

One percent.

MS. SCHULTZ:

At this time, one percent. I'm sorry; what'd I say four percent?

MS. SPEAKER:

Yeah.

MS. SCHULTZ:

Four million -- four million dollars.

And this is, actually, the discretionary spending of what all the schools have done. That's the actual money that has gone right into the schools along with initiatives.

So Class Size Reduction was eighty-five million. Time on Task was seventy-three million. Teacher and Principal Quality was forty-six million. Middle and High School Restructuring was nine million. Model Programs for Ls was twenty-five million. And the four million that was not appropriated at this time --

MS. SPEAKER:

It was appropriated but not scheduled.

MS. SCHULTZ:

Not scheduled. It was given to the schools but not scheduled into the buckets.

MS. SPEAKER:

Although I must say that every penny is now scheduled and appropriated. When they ran the report there was still unscheduled money.

MS. SCHULTZ:

So sixty-three percent of the total contract money was 242 million in restricted Contract for Excellence funds were released to the 1,400 schools. With that money they were able to have guidance to schools for Contract for Excellence funds to be used to establish continuity of service for existing C4E programs. So whatever programs were place last year were to continue this year with the funding. The only difference would be is if the population of the school changed and they weren't able to use that money, the money could be used in other ways in the school. Or if money had to follow children, it followed -- it went to other schools.

So the targeted allocation to schools; there was seventy-six million, in our estimate, in this category since the preliminary postings of our plan. Schools receiving allocations were chosen based on (a) overall student need and (b) capacity to carry out specific programs, so twenty percent of the total contract amount.

So the funds were allocated by the DOE directly. Now these are central programs. Sixty-one million for collaborative team teaching, CTT, classes. Six million for full-day pre-K programs, seven million for Autism Spectrum Disorder classrooms, that's what Debbie was just talking about at PS-4.

MS. SPEAKER:

Uh-huh.

MS. SCHULTZ:

Two million for ELL summer school programs. There were, for this past summer, English Language Learners were able to go to school in order to improve their reading, math, language acquisition so that they could continue improving in their learning.

Schools that receive targeted C4E in 2008/2009 received those allocations again in 2009/2010 as long as the population did not change and they were able to maintain the effort.

Districtwide initiatives, thirty-nine million is our estimate in this category. While these funds will not appear on schools' budgets the department is required to attribute dollars to impact its schools as part of the DOE's citywide C4E plan, ten percent of the total contract amount.

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So what did they use the money for? Funds allocated to central programs that directly benefit high need schools, seven million dollars. Multiple pathways to graduation initiatives for over-age and under-credit students. So we have YABC program, we have transfer schools. This helps the children in high schools who are having difficulty graduating. So this is some of the money that's used.

Ten million dollars is used for Principal Training Initiatives, and that's the Leadership Academy. And if you want any information on the Leadership Academy you just need to go to the Leadership Academy website.

There is also five million dollars for school restructuring and that is for the middle schools. And that is for instructional as well as structure. So instructional is the curriculum programs and the structure is whether the schools would like to go into academies. That's one of the ways that they could use the money.

And then ten million dollars is for college and AP prep for high-need students of grades nine through 12. This is new in the '09/'10 year and replaces the higher allocation in '08/'09 for the middle school success program which tapers down in its second year.

The maintenance of effort is thirty million dollars, eight percent of the total contract amount. The department proposes to spend these funds to maintain summer programs impacting the students with the lowest academic achievement in the city. This is where the money comes from to run our summer school programs; it is eight percent of the C4E money.

The next slide actually shows what the schools have done in District 31 in their discretionary money. Schools had used 2,163,000 dollars or 25.2 percent of the money in class size reduction. Time on Task they used 3,699,000, it's hard to see even myself, 43.1 percent of the money. Teacher and Principal Quality Initiatives, it was 1,826,000, approximately, at 21.3 percent. Middle and High School Restructuring was 415,000 at 4.8 percent. There was no money for Full-Day Pre-Ks. Model Programs for ELLs was 351,000 and it was at 4.1 percent. But if you actually go, once again, to what Debbie had shown you, it's detailed here what each school did with the money so you have all the money in the buckets. So that's a hundred percent of how the money was used in District 31.

So here we actually break down the class size reduction and we talk about what did they do with class size reduction. They created additional classrooms, that's on line 1, 846,000 was used and that's 5.7 percent of District 31's money. The city received seventy million; they had placed seventy million into the bucket.

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Reducing teacher/student ratio through team teaching. Our principals chose 37.5 percent of that money, which is 5,542,053 dollars. The total for class size reduction was 6,000,388 dollars and at 43.2 percent of the money.

Time on Task was before and after school programs. Our district spent 1,000,387 dollars in having before and after school programs at 9.4 percent.

Summer school programs, there was no money because that's an initiative by central.

Dedicated instructional time, which is like AIS intervention, academic intervention services, was 3,430,000 which is 23.2 percent of the money and no one chose individual tutoring. Six million dollars was spent, total, through the city but in our district there was no money placed into that bucket of Time on Task for individualized tutoring. o 4,817,000 was spent at 32.6 percent of the money.

Teacher and principal quality initiatives, program to recruit highly qualified teachers was 39,000 dollars at .3 percent. Professional mentoring for beginning teachers and principals, that was 13,780 dollars at .1 percent.

Principals are allowed to hire leadership mentors who could assist them in their years as a principal; I think it's the first three years they're able to buy their services. Instructional coaches for teachers was 1,457,000 dollars at 9.9 percent. Leadership coaches for principals was 598,994 dollars.

Middle and High School Restructuring, instructional changes which is curriculum changes was 146,336 at 1.1 percent of the money, structural changes was 294,782 dollars. So that would be middle school and high school. You don't have high school because high school is with CCHS. CCHS would be covering the high schools and what we have here is only the District 31 elementary school and middle school schools. So the total money was spent, three percent of the money was spent on Middle and High School Restructuring.

Full-Day Pre-Kindergarten was 511,934 dollars at 3.5 percent.

Model Program for ELLs, innovative program for ELLs, 381,381, 2.6 percent of the money. Teacher Recruitment, there wasn't any. Parent involvement, there wasn't any. Total was 381,318 at 2.6 percent.

Class Size Reduction; as teachers' salaries rise more funds are required to maintain the same number of teachers as last year. Impacted by register changes and average teacher salary changes, even schools that allocate the same amount of money year over year to class size reduction activities may experience slight increases in class size or pupil/teacher ratio, that's because their salaries increased.

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The severe economic downturn faced by the state and the nation required an 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 depending on the position.

Many schools chose Class Size Reduction or pupil/teacher ratio strategy to avoid increased class size.

So the public comment time, this is the money that was appropriated -- is that correct?

MS. SPEAKER:

Uh-huh.

MS. SCHULTZ:

Appropriated into the buckets by the schools and by the chancellor and this is now the time where you could make public comment, whether you want to make a public statement here, you want to send it -- you want to write it on a piece of paper, any kind of questions and Mr. Louie will take it back to central this evening for tomorrow. And/or you may e-mail your comments to contractforexcellence@schools.nyc.gov.

Yes?

MR. SPEAKER:

I'll mail my comments in after I see it. But I want to make -- my name is Jean Crystal (ph.) I'm a former school board member for five years. I'd like the parents who are new here, and maybe some new CEC members, to know that those millions of dollars didn't come from somebody's largess. That's not the neighbor giving it to you and that's not the government. It's been a twelve year (indiscernible) to being involved with along with my wife (indiscernible). And Governor Pataki spent eleven million dollars fighting it but we finally won so that New York City, and Staten Island is part of New York City last time I looked, got its fair share.

And the reason I'm saying this is not to get credit for anyone, them or myself, but only to say that you younger parents you're going to have to -- if you want public education to be a quality system you are going to have to continue to bring political and social pressure to make sure that the funds are there, to underscore and undergirded a quality system with low class size, high tech and everything that we knew that our youngsters are going to need. This was not anybody's gift. This was a long and hard fight and you're going to face some yourself because as times get tough nobody has a bait sale for Obama but where do we cut? Oh, well there's the schools. Let's take it from the schools. And it's going to mean you young parents

putting the political pressure to make sure schools get their fair share. End of story.

MS. SCHULTZ:

Thank you.

(Applause)

MS. SCHULTZ:

Did anybody sign a sheet for a public comment? Anybody have questions or comments?

MS. SPEAKER:

I guess I have a comment. A lot of this money was supposed to be geared for class size and some of it is. And then we have, like we're looking to rezone different schools, including PS-44 which has quite a bit of money thrown at it, in a good way, for reducing class size. Yet, we're looking to put more kids in the school and they use twenty-five kids for the lower grades and twenty-eight kids for the upper grades in order to put more kids in the school. So even though you're putting the money here, you're not getting the smaller class sizes because you don't have room in the schools.

So I would like to see this money, it's not the first year the money is there, how has it impacted class size? Has it done anything for us, that's what I would like to see because it's just money on a list the way it is now and we built a new school, again twenty-five kids to a class, etcetera. It's just not getting us what it was supposed to get us. Thank you.

MS. SCHULTZ:

Anybody else for public comment? Is there anyone who is writing comments?

MS. SPEAKER:

Does anybody want to write a comment?

MS. SCHULTZ:

Does anybody want to write a comment?

(No audible response)

(End of Audio)