

District 19 CEC Transcript

October 8, 2009

6:45pm - PS 13, 557 Pennsylvania Avenue

Marty Weinstein, Superintendent: Contracts for Excellence. New York City Department of Education receives a portion of its overall budget in the form of foundation aid from NY State. [Indiscernible] some of the increase in year over year aid foundation for the use in growth of overall operating costs and investment in ongoing programs. The majority is subject to the provision of the State C4E, NYC schools. NYC schools received C4E funds for the first time in the 2007-2008 school year. These funds must be distributed to certain schools and spent in certain program areas. In 2009-2010, NYC will once again receive funds to the Provisions for C4E. These provisions include: Class Size Reduction, Time On Task. And I actually called Tweed saying I don't know what this really means. I mean, I know when I was young, my mother used to say to me Marty, spend more time on task, meaning focus. This is what Time on Task funds mean. It's pretty much more individualized student attention, for example, giving kids after school programs which would be more one on one. Sometimes it's known as AIS, giving kids more tutorial time in school. Any type of program that results in more time with kids. It's not simply for the struggling learners, folks. It's not necessarily for a kid that may have some kind of deficit academically or behaviorally. It could be for an ELL student that may need more attention. It could be for a Gifted and Talented student that may have to work in the classroom with teachers giving these children more challenging work but it's again more individualized. So, IE sitting down with a student who is a top science student working on a portfolio to get into a specialty high school. That is Time on Task, okay?

Teacher Principal Quality Initiatives. Full Day Kindergarten. And Model Programs for English Language Learners, which was new in this past school year and supports programs serving ELL learners and so on. Funds must go the students with the greatest need: English Language Learners, students with disabilities, students in poverty and students performing below State learning standards. It also says funds must supplement and not supplant. Okay, that's it in a nutshell.

But I do know when I was a principal and I got calls from the operations center and the ISC, they said, Mr. Weinstein, you're going to be monitored, like every school is, and we want to make sure that certain money, called categorical funds, are specifically used a certain way. For example, if I got \$40,000 for [indiscernible] school, that money had to go for books and professional development. I couldn't take the money and wax the basketball court in my gymnasium, although we needed it, okay?

It's very specific and if the State finds the money is used improperly, a couple of things happen. 1) They take your funds away and sometimes they take a person out of the position, so it's serious business, okay.

Ms. Woolfolk, this is your domain. Again, I'm learning it as well because as a Superintendent basically within my purview, I have to know where districts spent the money but not the particulars, Ms. Woolfolk, please.

Female Speaker from Audience: [Indiscernible] In the school system you have the child in the gifted classes, but you also have the child with disabilities [Indiscernible] . . .

Marty Weinstein: Let me explain something. There are a couple of things. Okay – I'm glad you mentioned that. There are a couple different models of Special Education. Let me explain this and a lot of it, is, it's not speculative, it's not definitive and I'll explain why. Historically, there are a lot of parents of Special Needs children and just educators in general that felt that kids in a Special Education environment seemed to be discriminated against. They were separated out. There were actually Special Ed corridors in schools, and that was considered discriminatory. And then they came in with the ideology about mainstreaming, that a child who behaviorally [indiscernible] and have outbursts. Let's face it, children in Special Education aren't children that just have learning deficits. Some are very, very bright, but behaviorally they just can't function 24-7 in that environment. So they had mainstream committee meetings where they take a child out of a Special Ed classroom and throughout the day, not entirely, the child may mainstream into language arts or mathematics and eventually that child will then be fully mainstreamed. [Indiscernible] Be certified in Special Education, which is the goal of every school. Then they came up with different models. They came up with Collaborative Team Teaching, which is CTT and these classes, I don't know the percentage – what was that?

Ms. Woolfolk: 60%

Marty: That's 60% of the class of the children are non Special Ed, 30% are. You have a Special Ed teacher in the room and you have a regular education teacher. And you also have paraprofessionals.

That is a model that seems to be taking hold. And I have to tell you something, it works quite well in certain schools, but stacking is the key. It's very difficult to stack that and teachers need to be trained accordingly. You can't just send a Special Education teacher in the room. They need to really balance off each other. And I have to tell you, the schools that are run really well, you cannot differentiate the regular education teacher from the special or the paraprofessional. And that's the way it should be, because you're working as a team. It shouldn't be, "I'm a paraprofessional, I'm there just to assist the teacher as an assistant just doing menial tasks." It is collaborative and you'll see a para working with groups of students, a teacher and that's the way it should be. And there's no reason the Special Needs teacher can't work with a regular teacher. Again, it should ebb and flow beautifully.

So there are various models out there. Now, generally speaking, the schools that get Contracts for Excellence money are Title I. The preponderance of all the schools in this district are Title I. It's basically socio-economics, I mean the money's come in, you may

say, “Gee, I thought this money” – this thing I read to you, by the way, I didn’t write it. It came off the DOE website. And I apologize, the stuff that I did word, my own verbiage and progress report, there are some typos there, that’s my boo-boo. I’m not going to blame that on taking it off a website. But the money is coming to a school and you say, “Gee, I thought this money is for the children with the greatest need, but why is the money going in, to I see regular classes/students who may be high performing.” But again, if they’re children who have been mainstreamed in, or it’s a collaborative teaching class, the monies do impact the class, but they’ll still benefit. It’s hard to differentiate that, you know what I’m saying? You know, if money is coming to a school to make it barrier free, with kids who are wheel-chair bound and so on, the ramps are there, it’s serving the whole school. You can’t just say “well, the ramps are only utilized by kids that are physically challenged,” you know what I mean? So, anyhow, did that answer your question?

Female Speaker from Audience: Yes, thank you.

Another Female Speaker from the Audience: [Indiscernible]

Marty Weinstein: Well, let me just explain the way it is. When we were told that Superintendents had to report on the progress of C4E, many of us said, “This is not our area of expertise.” They said, “Then please by all means you may invite representatives from the ISC to help present. So this is someone supporting me in the Superintendent’s report. So this is an item in the Superintendent’s report.”

Male Speaker from Audience: [Indiscernible] Because this is [Indiscernible] with the election and presentation.

Marty: I’m not following.

Female Speaker: You have new business?

Different Female Speaker: This is part of this report.

Marty: I emailed Christina [Indiscernible].

Female Speaker: Yeah, but he has from 8-8:15 to finish his report.

Male Speaker: Okay.

Marty: And I [Indiscernible] when I knew Ms. Woolfolk [Indiscernible] and I said could you possibly put it on the agenda. So is it okay? I defer to you. What do you want me to do?

Does anyone know how to use LCD projectors here? [Reads]: Use remote to turn on the projector. But there’s no remote in the bag. Okay. Thank you so much. Thank you, Christina.

Let me ask you something, folks. [Indiscernible]

Female Speaker: [Indiscernible]

Tiffany Woolfolk: Okay, again, good evening. My name is Tiffany Woolfolk and I've been here before. And I'm a Senior Grants Officer for District 19 and I work for [Indiscernible] Contracts for Excellence, [Indiscernible] any private grant that a school would get.

So, the Superintendent gave a pretty good overview of what C4E is. You may also hear it called Campaign for Fiscal Equality, that was the actual law suit that the city wound up [Indiscernible] to the state to get additional funding to the schools. Schools began to get C4E funding in 2007-08 and in 2008-09, it was maintenance of efforts, meaning that a school had to create a plan of how they were going to use these funds to target specific populations in their building. That population could be ELLs, students with Learning Disabilities, those at risk, [Indiscernible] and it could also be [Indiscernible] who are struggling and it could also be in the high school setting, those students who are at risk of failing and not graduating. I'm going to be switching back and forth here. Okay, for 2009-2010, because of the economic downturn, no new funding came to New York City from the state for Contracts for Excellence. So what that means is that whatever schools got last year, that amount the school got last year, they received that same amount this year, barring some fluctuations in population. So, what we're discussing tonight is the proposed plan. Everything that we do for Contracts for Excellence has to be posted online, if you go on the DOE website and just time in C4E the state and city plans will come up, they have to be posted on the State website, so where we are now is that we have proposed plans up. [Indiscernible] Everything has to be covered, so that's why we are having these meetings to explain how the DOE has used the funding and schools can use the funding. Last year you will see that schools had to do an appendix in their CEP that talked about how they were going to use the C4E funds. This year, they did not have to complete that CEP appendix, but they still had to maintain their programs from last year. If there were any changes, the principal was responsible for writing down what those changes were. And changes can be, last year they had [Indiscernible] this year it was [Indiscernible] for after schools and [Indiscernible].

So you'll hear a lot about Maintenance of Effort, [Indiscernible] unless someone had to make a change. So this chart here just shows how the DOE allocated the C4E funds so overall the city received 387 million dollars. You'll see discretionary allocations to schools and targeted allocations to schools. Discretionary allocations to schools [Indiscernible] that go directly into a school's budget [Indiscernible]. Targeted allocations are such things that would include [Indiscernible], a CTT program, also if a school has an Autism program, [Indiscernible]. So those are the targeted allocations to schools. As the superintendent indicated, there are 6 different buckets of how the schools can use the funding:

Class Size Reduction

Time on Task
Teacher Principal Quality
Middle/High School Restructuring
Full-Day Pre-K
Model Programs for ELLs

This chart shows you how the \$387 million are broken out into those categories.

Again, this slide just talks to how much money is actually put into a school's budget. [Indiscernible] So that money wasn't in a school's budget [Indiscernible] and these two slides just talk to how much money was put into each of the categories city-wide. Now when we're looking at this slide, you won't have it in your packet, but it's specifically for District 19. [Indiscernible]

Marty Weinstein: [Indiscernible]

Tiffany Woolfolk: [Indiscernible] So what this chart is showing you, is that in District 19, this is how the funding was used. So you have 49% of the funds used towards Class Size Reduction, 17% for Time on Task, and I'll talk a little bit more about what these actually mean, Principal Teacher Quality, 27% of the funds, then you have Middle/High School Restructuring, 0%, Full Day Pre-K, 0%, and [Indiscernible] 2.2%.

Female Speaker from Audience: [Indiscernible]

Tiffany Woolfolk: Keep in mind that [Indiscernible] Title I and [Indiscernible]. As well as ELL students, so 2.2% may be small to you. It doesn't mean schools aren't serving those students. It just means that with this particular funding, they aren't, so keep that in mind.

Male Speaker from Audience: [Indiscernible]

Tiffany Woolfolk: I'm going to go through the buckets and describe to you what they mean because Middle and High School restructuring is – I'll speak to that in a second.

Female Speaker from Audience: [Indiscernible]

Tiffany Woolfolk: No, schools are allocated funds. And whatever they were given last year, they received this year and the expectation is that whatever they used the funds for last year is what they will use the funds to maintain this year. So when you look at your school's budget, you'll see a C4E line there. [Indiscernible]

Tape Runs Out.

