

District 9 C4E Hearing

Contracts for Excellence

Bronx Public Meeting, 9/22/09

PS 42

PUBLIC HEARING

MS. ESPOSITO:

(Audio begins mid-sentence) for clarification as well as Blanca Quinones, the Senior Branch Officer from the ISC who will also join me in hopefully being able to answer some questions if any come up throughout this hearing. As you can see, this is the Contracts for Excellence proposed plan for 2009/2010. The Contracts for Excellence overview is funds that must support program initiatives such as class size reduction, time on task, teacher and principal quality initiatives, middle and high school restructuring programs, full day pre-kindergarten programs and model programs for English language learners.

I'm on page 2. The funds must also go to students with the greatest educational need such as English language learners, students in poverty and student with disabilities as well as students with low academic achievement or at risk for not graduating. The Contracts for Excellence 2009/2010 obviously has had a lot -- thank you -- there's also the same amount of money that has been given to do the same -- to cover the same needs that we had last year which means that for the current year, fiscal year 2010, and the next one, there are no new Contracts for Excellence funds that will apply towards new or expanded programs. We received the same amount. Again, the DOE's plan is thus a maintenance of effort of its approved 2008/2009 plan. Please also note that all proposed allocations described in this plan are preliminary and are contingent on further analysis of school based conditions.

On page 4, you see the plan that's designated for the city by allocation type. There's a total of 387 million dollars. Out of that, 242 million dollars is for discretionary allocations to schools which is sixty-three percent of the total amount city-wide. Twenty percent, which is seventy-six million, is targeted allocations to schools that I will talk about later on in the presentation. Eight percent of the money is thirty million dollars which is a maintenance of effort which will be discussed in page 9 and that money was usually for summer school, that's how that money was allocated, and ten percent of the money which is thirty-nine million dollars city-wide, is for district-wide initiatives.

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Page 5 shows you the Contracts for Excellence plan; all funds by program area. Again, you see it's done for class size reduction which is 153 million dollars which is thirty-nine percent of the amount; time on task, 103 million dollars which is twenty-seven percent of the money; teacher and principal quality initiatives which is 56 million dollars, fourteen percent of that amount; thirty-nine million dollars for middle and high school restructuring which is ten percent of the amount; full day pre-kindergarten, 6 million dollars which is two percent of that amount; and model programs for ELLs which is twenty-seven million dollars, seven percent of the amount; and four million dollars which is going to be determined. It has not been scheduled yet, as of September 1st 2009.

Page 6, all proposed discretionary spending by program area. Here, the 242 million dollars is divided up onto time on task which is seventy-three million dollars, thirty percent of that amount; class size reduction, thirty-five percent of the amount which is eighty-five million dollars; teacher and principal quality, forty-six million dollars which is nineteen percent of that amount; middle and high school restructuring, as we talked about, nine million dollars, four percent of the amount; twenty-five million dollars programs for ELLs which is ten percent of the amount; and the four million dollars which is two percent which will be to be determined.

The next page, 7, indicates the 242 million dollars in restrictive Contracts for Excellence funds which were released for 1400 school in May 2009. That is sixty-three percent of the total contract amount. That money -- the guidance to the schools was that this money should be used to establish a continuity of services for the existing programs in the Contracts for Excellence. However, if a school could not maintain effort due to significant changes in its student population or its overall instructionally strategy, it could chose to reallocate those funds to a different program. So again, it was subject to change based on any changes within the school in terms of programs or students. The amount per school was the same as 2008/2009. Again, it was determined using a formula based on student need and defined by the State Education Department and the Contracts for Excellence regulations. Anything else that needs to be added? We'll continue.

Page 8. Seventy-six million dollars is the estimate in this category since the preliminary posting of the plan and schools receiving these allocations were chosen based on, as mentioned, overall student need and the capacity to carry out specific programs. A description of how that was used, the DOE directly sent the money to schools for specific uses that are eligible within the Contracts for Excellence programs such as sixty-one million dollars city-wide to collaborative team teaching, CTC classrooms; Six million dollars for full day pre-k programs city-wide; seven millions dollars for autism spectrum disorder, ASD classrooms; and two million dollars for ELL summer schools. Schools that received this targeted Contracts for

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Excellence allocations in last year, 2008/2009, received those same allocations again as long as they retained their populations necessary to maintain their effort. Adjustments were made if there were any changes in terms of students or programs.

Page 9, district-wide initiatives. There was thirty-nine million dollars of amount that was categorized for district-wide initiatives and these were used for the following: seven million dollars to Multiple Pathways to Graduation initiatives for overage and under-credited students; ten million dollars for principal training initiatives; five million dollars for school restructuring initiatives, seven million dollars for year two of ELL success and middle school success grants; and ten million dollars for college and AP prep for high-need 9 through 12 students. Again, please note that this is new in '09/'010 and it replaces the higher allocation that was given in '08/'09 for the middle school success program. The maintenance of effort on the bottom is thirty million dollars city-wide which is eight percent of the contract amount and this is the funding that was used to support summer school.

Page 10. -- Yes?

MS. SPEAKER:

(Speaking Spanish).

MS. ESPOSITO:

Okay. (Speaking Spanish). On page --

MS. SPEAKER:

(Speaking Spanish).

MS. ESPOSITO:

Page 10. There's the discretionary spending in CEC9. The schools in this district were allocated discretionary Contracts for Excellence funds and these are as follows: for class size reduction, 7,507,604 which is 56.1 percent of the budget in District 9; time on task, 2,380,257 which was 17.8 percent of the amount in District 9; teacher and principal quality initiatives was 1,291,480 dollars which is 9.7 percent of the amount; middle and high school restructuring was 395,969 dollars which was three percent of the amount; and full day pre-k programs, District 9 schools did not use Contracts for Excellence funding for full day pre-k programs; model programs for ELLs, 1, 728, 671 which was 12.9 percent of the amount for District 9. A total of 13,378,075 dollars for District 9.

The following page 11 shows the different categories that District 9 schools used of that funding. So for class size reduction, the city used 153 million dollars of their monies. District 9 was allocated 11,268,514 dollars which

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was 54.8 percent of their budgets for class size reduction. For time on task the city was allocated 103 million dollars. District 9 had 4,138,570 dollars for time on task which is 20.1 percent of the funding. For teacher and principal quality initiatives, the city-wide total was fifty-six million dollars. District 9 has allocated 1,891,705 dollars which is 9.2 percent of the CEC9 budget.

On page 12, for middle and high school restructuring, again, you see the city-wide total amount of thirty-eight million, CEC9, 1,190,189 dollars that was allocated which was a total of 5.8 percent of that funding. For full day pre-k, the city-wide total was six million, CEC9 was 94,742 which was .5 percent of the budget's amount. Model programs for ELLs, again, the city-wide total was 300 -- of twenty-seven million dollars, the CEC9 total was 1,896,232 which is 9.2 percent of that pie. In total, the city received 383 million dollars. District 9 received -- was allocated 20,554,046 dollars of that amount and that's the funds by program strategy.

The last note is class size reductions. As teacher salaries go up, more money is needed to maintain the same number of teachers so even though we weren't given more money, we had to do more -- cover more expenses with the same amount. So, impacted by register changes and average teacher salary changes, every 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 to teacher ratio. Again, because of the severe economic downfall, the budget cuts to the school was an average of 4.9 percent to the 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.

Again, many schools choose class size reduction or pupil teacher ratio strategy to avoid increase class size. We don't have -- if we don't have the space and we have additional teachers to reduce the teacher to student ratio. At this point, I am going to invite our district family advocate Ms. Aybar to talk about how we need to get your input for this funding by October 8th.

MS. AYBAR:

So, in the last page of the presentation, there is a page that says Public Comment. Parents can write if they wish to add anything back to us in writing. There's blank paper here and submit it to us. Or they can go on-line, the website, and submit it on-line. Our district office which is 450 St. Paul's Place is going to be open for parents to come in and log on and we will offer assistance in submitting this request for your feedback.

MS. ESPOSITO:

So, thank you.

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MS. AYBAR:

Any questions?

MS. ESPOSITO:

With that, I just want to also, again, reiterate, the deadline is October 8th. There is the website, [Contracts for Excellence@schools.nyc.gov](mailto:ContractsforExcellence@schools.nyc.gov) on page 14. Please go to that website so that you can give us some feedback, comments or questions or reactions and please see your parent coordinators in every school to support you with logging on or you can certainly come to the district office or contact my office 842-0138 or our district family advocate for assistance so that we can make sure that we have everyone's input.

Any last final comments or questions or reactions before we close this portion of the meeting?

MS. SPEAKER:

And just for the purpose of people wanting to understand the amount of money that was given to the individual schools, the amount given to the individual schools is available on the website, listed on the bottom of page 10. You can actually access the Department of Ed.'s public Contract for Excellence website which would allow you to further look into the individual school allocations.

MS. ESPOSITO:

So, again --

MS. SPEAKER:

What strategies they chose for their funds.

MS. ESPOSITO:

Thank you. So once again, page 8, on that website you can see school specific, how much each school allocated the funds for Contract for Excellence.

Ms. Quinones, is there anything?

MS. QUINONES:

I was going to make the same comment.

MS. ESPOSITO:

Great. So throughout the meeting, any questions or comments, please feel free to let my DFA know or let us know and we will take them down or

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please go onto the website so that we can capture any questions or concerns regarding this funding. Thank you.

Before I end my piece of the presentation, we also wanted to share with you the progress reports for K-8 schools in District 9. They are available so please make sure that you get copies of that. Ms. Aybar will pass that along and at this point, I'd like to invite Tania Shinkawa of the Office of Portfolio Development who will briefly give us some information -- very briefly -- on updates regarding the Office of Portfolio Development. Thank you.

[END TAPE]