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NYC BOARD OF EDUCATION
C4E HEARING
DISTRICT 17

1 MR. WRIGHT: (Indiscernible). There
2 are two parts to this meeting. The first
3 part is the session (indiscernible)
4 meeting for this presentation. There is
5 also a public comment portion to this
6 presentation. I believe comment cards or
7 question cards (indiscernible) out. So,
8 let me ask, are the questions to be
9 answered from the card?

10 FEMALE SPEAKER: Yes.

11 MR. WRIGHT: Okay. The second
12 portion of this meeting is a business
13 working meeting for the Council. I'd
14 like to ask the Council to bring their
15 questions first, and then we'll take the
16 questions from public comment. Margo,
17 are you going to read the question, and
18 then answer them, or how are the
19 questions going to be answered?

20 MARGO: These -- those questions
21 will be submitted.

22 MR. WRIGHT: Those questions will be
23 submitted.

24 MARGO: Yes.

25 MR. WRIGHT: Okay.

1 FEMALE SPEAKER: (Indiscernible).

2 MR. WRIGHT: But, I'm pretty sure
3 that -- I'm pretty sure that those
4 (indiscernible) that have a few questions
5 they want to ask now.

6 FEMALE SPEAKER: I'm sorry?

7 MR. WRIGHT: I'm pretty sure that
8 there's a few questions that we can ask
9 now.

10 FEMALE SPEAKER 1: Is it questions
11 or comments?

12 MR. WRIGHT: Questions and/or
13 comments?

14 FEMALE SPEAKER: Um-hum. There's
15 one more here.

16 MR. WRIGHT: Okay, I'm going to take
17 the public comments second, after I take
18 these comments or questions from the
19 Council themselves. And, I'm going to
20 jump the line a little bit and I'm going
21 to point my question directly to Mr.
22 Reece (ph.). My first question has to do
23 with the public comment statement,
24 itself -- that goes back and is reviewed.
25 In my estimation, I don't know how that

1 goes. I don't know if that public
2 comment statement is written, the public,
3 the CEC who has a chance to look at it --
4 maybe adjust it, and then perhaps bring
5 it back, or finagle it in some way. Can
6 you answer that question?

7 MR. REECE: Who (indiscernible)?

8 MR. WRIGHT: Well, when I was
9 reading -- when I was reading material on
10 C4E, the public comment portion is
11 written, and it's taken and it's
12 considered by the DOE, okay? So, that
13 speaks to a document. That particular
14 document -- I ask you a question, is the
15 sky blue? The public document says, Mr.
16 Wright (ph.) asked a question is the sky
17 a color? What I'm asking is, is that
18 public document, once it's submitted or
19 prior to it being submitted, is it
20 reviewed or is it given to the public so
21 they can see that those are the
22 questions, or those are the comments that
23 they had? Can you speak to that, please?

24 MR. REECE: (Indiscernible), for
25 (indiscernible). (Indiscernible).

1 (Indiscernible).

2 (This speaker is 100 percent
3 indiscernible due to the extreme echo in his
4 voice through the microphone)

5 MR. WRIGHT: Okay, alrighty. My
6 next question is for Ms. Simmons.
7 Looking at the distribution of funds that
8 the DOE provided for the COE for District
9 17, when I last sat with the school
10 budgets, it's almost like a ten percent
11 or less part of the school budget. So,
12 my question for you, and it may be a
13 little roy --

14 MS. SIMMONS: Okay.

15 MR. WRIGHT: But, when the C4E money
16 you said we haven't gotten in two
17 years -- okay, so that's also going to be
18 part of the question, as well. When the
19 C4E money does come, okay, it started in
20 2007-2008. How do you gauge whether or
21 not that money is effective -- uses
22 fifty-eight percent for time tests, and I
23 hope I'm not being difficult versus --

24 MS. SIMMONS: No, no.

25 MS. SIMMONS": -- versus eighteen

1 percent for professional development,
2 okay? And then, when you consider, and
3 I'm going to throw -- and I'm going to
4 keep throwing the little things in
5 here --

6 MS. SIMMONS: No, no, no.

7 MR. WRIGHT: When you consider
8 6122 -- schools that we have that have
9 needs. How do you gauge those things to
10 say whether or not the C4E money, and the
11 rest of the money that comes through the
12 budget is -- is having an effect. It's
13 not to say whether or not you're spending
14 it properly, it's to say, okay, I've got
15 two dollars of this, right? I think it
16 costs a buck fifty, but we went over
17 budget by fifty percent. Is it being
18 effective? Because if we're getting
19 these funds, are they being effective.
20 If you say that we're not getting them
21 for two years, and then I look at the
22 grades of those schools for the last two
23 years, am I connecting ten percent --
24 seven percent -- eight percent of the CEC
25 money -- C4E money and saying, wow, maybe

1 that's the problem. Because I have to
2 draw this question back to when we had
3 the principals summit.

4 MS. SIMMONS: (Indiscernible).

5 MR. WRIGHT: Go ahead.

6 MS. SIMMONS: (Indiscernible) do you
7 want me to --

8 MR. WRIGHT: No, no. Step right in,
9 please.

10 MS. SIMMONS: (Indiscernible)
11 question. (Indiscernible) because that's
12 the question I had for myself.

13 MALE SPEAKER: Okay.

14 MS. SIMMONS: Love it. That's why
15 Mr. Reece is laughing, because I had this
16 (indiscernible).

17 (This speaker is 100 percent
18 indiscernible due to the extreme echo in her
19 voice through the microphone)

20 MS. SIMMONS: -- so in terms of not
21 losing funding, (indiscernible), but we
22 (indiscernible) for a four-year period --
23 a six-year period. (Indiscernible) four,
24 and money has not increased as of yet.
25 So, turn (indiscernible).

1 (This speaker is 100 percent
2 indiscernible due to the extreme echo in her
3 voice through the microphone)

4 MS. SIMMONS: (Indiscernible) -- and
5 that's the first part of your question.
6 The second part of your question
7 (indiscernible) that question? Because
8 that's the first thing I ask myself. How
9 can you -- how (indiscernible).
10 (Indiscernible). C4E funds are not the
11 only funds in the school. They receive
12 (indiscernible) funding. They receive,
13 if you're a Title I school -- receive
14 Title I funding. If you (indiscernible)
15 funding, you receive funding for
16 (indiscernible).

17 (This speaker is 100 percent
18 indiscernible due to the extreme echo in her
19 voice through the microphone)

20 MS. SIMMONS: -- and the same
21 question that you raised, is the same
22 question that I raised in terms of
23 effectiveness. My response to you is the
24 same response I had for (indiscernible).
25 If you are a school leader, and you're

1 receiving funds for a certain thing, and
2 you're a grant officer, you need to adopt
3 (indiscernible). (Indiscernible)
4 throughout the city, that deals with the
5 same issue, and the issue is that they
6 don't understand how to leverage their
7 population. What objective they have for
8 that school. Not all schools look alike.
9 They don't have the same (indiscernible).
10 (Indiscernible). So, it's very important
11 as a school leader to look at your
12 population. Look at your teachers and
13 say, how can I develop my staff to make
14 sure that it's (indiscernible)
15 population. How can I support my
16 students (indiscernible) or immediate
17 attention (indiscernible) or programs
18 that will improve the community at large
19 (indiscernible) school. How do you
20 evaluate a program? How (indiscernible)?

21 (This speaker is 100 percent
22 indiscernible due to the extreme echo in her
23 voice through the microphone)

24 MS. SIMMONS: (indiscernible) --
25 this program is actually working in this

1 school. And that is the question. Now,
2 the City is going to document
3 (indiscernible) based on the
4 (indiscernible). They have a school
5 report card. They have a progress
6 report. And they (indiscernible),
7 programs, school report card, the
8 progress report, and the (indiscernible)
9 of the (indiscernible) bar and survey
10 quality of scores, this is how you're
11 going to evaluate the program.
12 Unfortunately, we cannot pull the money
13 away from (indiscernible). You can't do
14 it.

15 (This speaker is 100 percent
16 indiscernible due to the extreme echo in her
17 voice through the microphone)

18 MS. SIMMONS: (Indiscernible) -- in
19 terms of the C4E funding, they can't take
20 the money back. (Indiscernible).

21 (Overlapping conversation)

22 MR. WRIGHT: Ms. Simmons and Mr.
23 Reece, you know -- your commitment to
24 (indiscernible). Our commitment -- our
25 commitment is to advocate -- our

1 commitment is to advocate. So, we have
2 to continue the discussion. We don't
3 even know where to move the money in the
4 schools (indiscernible), but we have to
5 advocate, especially in the face of our
6 last meeting on the 18th, where common
7 core curriculum with a more rigorous
8 program funding, with -- if you take
9 funds away, will our children be able to
10 sustain themselves doing this more
11 rigorous program. So, the conversation
12 that we have to continue is if it's money
13 that the CEC needs to go after, then we
14 have to have that conversation. We have
15 to go after that. If it's funding, or if
16 it's something else, we have to be able
17 to advocate to the DOE -- look, this is
18 what we need. We looked at the schools
19 that we have, that are in need of
20 improvement, and cut out the funding
21 (indiscernible) make it more difficult
22 for us.

23 So, that's that. A large part of
24 the public -- this last (indiscernible).
25 That's okay. I'd like to open the mic

1 now to public comment. Is that -- is
2 that okay?

3 FEMALE SPEAKER: Yeah.

4 MR. WRIGHT: Alrighty.

5 FEMALE SPEAKER: You wanted to ask a
6 question.

7 MR. WRIGHT: Yeah. This is Tiffany
8 Jones.

9 MS. JONES: Hello, everybody. So, I
10 have a public comment, but it doesn't
11 have to do with C4E. (Indiscernible).

12 FEMALE SPEAKER: I just wanted to
13 mention we just did a public -- Ms.
14 Simmons just did a C4E, so if you have
15 any comments, we wanted to do C4E. If
16 not, you can get a hold of each other at
17 a later time. But, we are doing C4E
18 right now.

19 MS. JONES: Okay, you know
20 (indiscernible)?

21 FEMALE SPEAKER: Yes.

22 MS. JONES: I don't mind
23 (indiscernible).

24 FEMALE SPEAKER: Okay, thank you.

25 MR. WRIGHT: Are there any others

1 that have questions or comments regarding
2 public comment? Thank you for coming
3 out. Thank you.

4 FEMALE SPEAKER: (Indiscernible).

5 MR. WRIGHT: Please introduce
6 yourself.

7 FEMALE SPEAKER: (Indiscernible).

8 (This speaker is 100 percent
9 indiscernible due to the extreme echo in her
10 voice through the microphone)

11 FEMALE SPEAKER: (Indiscernible).

12 And the problem that you find
13 (indiscernible) is that (indiscernible)
14 not to share. People do not want to say
15 this is what's going on here. This may
16 work. I'm not saying that you have to do
17 it, but share. It may work. Be
18 transparent enough (indiscernible). I
19 want to see how people work together and
20 (indiscernible).

21 (This speaker is 100 percent
22 indiscernible due to the extreme echo in her
23 voice through the microphone)

24 FEMALE SPEAKER: -- coming along.

25 (Indiscernible) and we made it, right?

1 So we need to find a way to start
2 (indiscernible) the population, correct?
3 (Indiscernible). (Indiscernible) --
4 having that conversation. We have to
5 (indiscernible) excellence. We
6 (indiscernible) more, you know?
7 (Indiscernible) in terms of funding.
8 (Indiscernible) inviting people so they
9 can see this, and all of your compliments
10 and your politician (indiscernible).

11 MR. WRIGHT: Thank you.

12 MS. SIMMONS: I would love for you
13 guys to come to --

14 MR. WRIGHT: You're on the clock,
15 Ms. Simmons.

16 MS. SIMMONS: Oh, I'm sorry. I
17 would love for you -- I would love for
18 you guys to come (indiscernible) on
19 December 17th, on Saturday. You'll be
20 there?

21 (End of audio)

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C E R T I F I C A T I O N

I, Michael Knighton, hereby certify that the foregoing is a true and correct transcription, to the best of my ability, of the sound recorded proceedings submitted for transcription.

I further certify that I am not employed by nor related to any party to this action.

In witness whereof, I hereby sign this date:
December 14, 2011.

Michael Knighton

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